DIVISION OF

VOCATIONAL EDUCATION

PART-TIME NEWS NOTES

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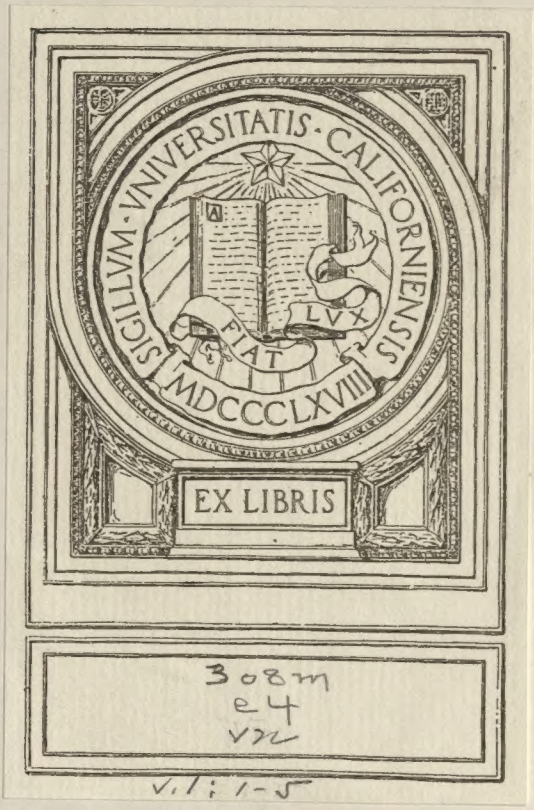

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UNIVERSITY OF CALIFORNIA
DIVISION OF VOCATIONAL EDUCATION
Research and Service Center
for
Part-time Education

(Schools) Bulletin

PART-TIME NEWS NOTES NO. 1

THREE MONTHS OF COORDINATION IN THE OAKLAND SCHOOLS

UNIV. OF CALIFORNIA

Issued by
The University of California
in cooperation with
The State Board of Education

Berkeley, California

November, 1920.

F O R E W O R D

This report by Mr. D. O. Brillhart, Coordinator in the Department of Part-time Education in Oakland, reviewing his work during the first three months of service, was given informally before a seminar in Part-time Education in the University of California. Mr. Brillhart has kindly consented to allow us to reproduce the report just as it was given. Because it deals with specific cases, contains much of human interest, and gives a view of the early problems in coordination, it will be of interest to coordinators and others engaged in the field of Part-time Education.

EMILY G. PALMER,

Special Agent for Training Part-time Teachers.

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UNIV. OF CALIFORNIA

THREE MONTHS OF COORDINATION IN THE OAKLAND SCHOOLS

In this paper there is no intention of discussing the duties and responsibilities of the Part-time Coordinator. There has been eliminated, not only reference to any studies which may have been made of that office, but also all comment on what is being done elsewhere in California. By request I am confining myself to the narrative of what we have done so far in Oakland, selecting such parts of my experience as might assist others, and not trying to stay on my side of that rather ill-defined line which separates the duties of the Coordinator from those of the Director. In this case the last point is of importance, for from the first the Director has been in close touch with every activity of the Coordinator, always advising and, in difficult cases, personally assisting. Therefore, it would be almost impossible to separate the material into two unrelated spheres of activity. With this introduction, and the explanation that this is a narrative in the first person, we will start at the beginning, the appointment of the Coordinator on June 20, 1920, with instructions to begin work immediately

Viewed in periods of time, our work so far has fallen into five divisions. First there were two months of propaganda and survey work, up to August 16; two weeks of registration to September first; a month of studying the registration and forming classes from those registered; two weeks when we were in the chaos of starting classes; and the last two weeks, beginning readjustment and coordination.

Propaganda and Survey Work

Our preliminary survey had three aims. First, the public needed information concerning the part-time law and something about its general provisions. Second, the employers had to be interested and their cooperation gained wherever possible. Third, parents directly interested had to be informed of their part in carrying out the provisions of the law.

For the general information of the public, and to prepare the way for our visits, we used the Oakland papers. We found the editors willing to assist us in any reasonable publicity scheme. Articles appeared within a week, and we have repeated them often enough to keep the subject in the public mind. Possibly during the past month we have been slipping a little in this publicity work, as the San Francisco and Berkeley departments were also engaged in a similar campaign. A legal prosecution in Berkeley, through the publicity given it in the San Francisco papers, aids us as much as though it took place in our own City. As the next step the Director obtained a letter from the Oakland Chamber of Commerce to its members, calling their attention to the terms of the law, stressing its citizenship feature and urging the hearty cooperation of the members with the School Department. A call on the Secretary of the Manufacturers' Association, found him already studying the law and glad of our assistance in wording a letter to each member of the Association. This letter contained an accurate statement of the vital provisions of the law and urged cooperation with the schools. I want to say briefly in passing that I later found that this preliminary step was of great assistance. Most employers had at least placed these communications on file, so that when I called to talk with them concerning part-time education, they usually obtained these from their files, and were in a position to ask intelligent questions.

I also found, in at least two cases, that they had referred the letters to their attorneys, and were armed with a written legal opinion. As these legal opinions said something about Saturday afternoon classes, I have been steering a course to avoid them wherever possible. The general public having been informed of the law as matter of news, and each employer doing a large volume of business, having had his attention called to the law by an organization in which he had confidence, we began our calls, on the employers generally. Selecting first the larger firms, I tried to obtain appointments with the general managers at times convenient to them, with this one result:- at the end of the week, I had spent nearly half my time on the street cars, often going over the same ground a number of times, and even after an appointment often finding that the manager had been forced to break his appointment and that I had to call again. Evidently at the rate of progress in the first week, it would take until Christmas to see all the employers I should. Therefore, I changed my plans. On the second Monday I took the car to the farthest boundary of Oakland and started to walk home, stopping at every place where there were signs of minors being employed, presenting my card, and asking for the boss or his representative. In this first visit I tried to get his name, the names of all whom he thought might come under the law, assure him that we would try to arrange classes with as little trouble to him as possible, ask his cooperation, and tell him he would hear from us frequently. We have a list of those who obtained working permits last year and who therefore should generally be under the purview of the law now. Where possible I tried to verify this list at this same call; but I must confess that often I was drawn into, or had to listen to, such an extended discussion of our

schools, State regulations, and other related topics, that I frequently forgot to check the list- and had to call the time-keeper up later to obtain this information. In this first visit I found a number of things. The approach to the manager was rather easy; and the bigger the man, the easier to reach him when he learned that a representative from the schools wished to talk with him. I found, also, that most of them had a number of grievances. They complained bitterly of the minimum wage law, and the arbitrary decisions of Federal inspectors; the surplus of State commissions, and the general shiftlessness of the rising generation. After unburdening their souls, after assuring me that they did not believe they had any employees under eighteen, they usually promised to check over their payroll, and to cooperate if they found any who should attend the new classes.

As I look back over this survey, I find that the several hundred firms visited fall naturally into clearly defined classes, which will be discussed later.

From this survey of employers, a list of some six hundred names was obtained, about three-fourths of those shown by the census to be of the required age. We also had obtained a list of employers, and the names of the proper persons to approach within these organization.

We now followed most of these minors into their homes. This was some task; for we found street addresses inaccurate, parents often not at home, and a general attitude of hostility where we obtained an audience. As I think back to these interviews, it seems to me that the majority of parents were hostile. A composite of their position would be something as follows: The parent needed every cent the child was making; the father was dead; the parents were separated; or there was some other tale of poverty which in most cases did not ring true. Then too, the schools were failures;

the youth hated school; he had spent eight years getting to the seventh grade; if teachers amounted to anything he would have kept up with his class. Perhaps the youth had graduated from the grammar school, or had nearly done so; had more education than his parents, knew all he needed to know and the State had no right to order him back into the schools. Again, the school age was untrue, the minor was over eighteen. In some cases birth certificates have substantiated the parent, for in some families neither the school age nor the factory age seems to be the correct one. However, I have yet to meet an employer who, I believed, deliberately falsified the age of employees. I am sorry to confess we have had to ask a number of parents to furnish additional proof. Occasionally these visits revealed a mother who rejoiced that the boy would be forced into school, for he had left school against her consent, and she could do nothing with him. I do not recall a single case where the parent welcomed the new classes as a real opportunity for vocational training. This is true naturally, because it is rarely the case that children of clear-seeing parents leave school at sixteen or under. From these visits to the mothers I have often wondered how much I really accomplished. To see thirty or forty a day, but little time could be devoted at each home. At least I think most of them learned there was a new law which had penalties for its violation, and that if they expected to keep their children out of school, they would have to begin at once planning some sort of an alibi.

Registration

We now set the date for registration. Publicity was again obtained from the newspapers; a written notice was sent to each employer and to each youth whose name we had obtained. In each employer's notice we enclosed a list of the names of the employees who appeared from our records

to be working for him, and who should register for part-time classes. This registration was held at a central school, though a personal registration was conducted at eight or nine of the larger factories. This registratinn in some respects was disappointing. The blank prepared by the State, as you know, is long and seemingly not clear to part-time youths. Unless each point is carefully checked before the registrant leaves, the desired information is not always obtained.

Formation of Classes

In our own case there was plenty of time to work over these records because the Oakland School Board decided not to start any classes until the budget had passed the Board of Supervisors. We found that, in most cases, we had not obtained information of any value as to the nature of the job the youth had, or of the choice of the youth in case he wished other training. Therefore, we went back to the employers with a questionnaire asking just what the youth was doing, and also what line of work he wished to take up in the part-time school, and requested the employer to assist him in making a wise decision. Of course, in this way we were aiming at getting the cooperation of the employer almost as much as obtaining the facts asked for. A study of these qeustionnaires showed that if we were to give the youth what he wanted, or thoughthe wanted, no organization was possible except a central school. Even the factories with the lowest grade of employees reported a need for all eight grades and some high school continuation subjects, as well as business subjects, sewing, cooking, millinery, machine shop, auto shop, electric shop, music, and training for the movies. Having decided that all of these or most of these subjects should be offered,

we divided them into classes according to the subjects asked for and made a working schedule, as best we could considering the limitations of teaching force and school rooms. All classes were grouped around the Vocational High School or a separate unit a few blocks away where we had rented rooms for our commercial, drawing, and mathematics classes. The youths were notified to report at the time set. As most employers had expressed a desire to have the four hours of school in one day, and as this plan seemed to fit in best with the scheme of a central school, it was adopted as the general plan of organization. This gave us a number of classes in each subject, and consequently over ninety per cent of the pupils could be adjusted to one of these classes without much inconvenience to employers. The odd ten per cent have required some scheming, but I suppose our experiences in this regard were similar in kind to those of others. It took us the first two weeks of school to get these cases settled, or as nearly settled as they ever will be, for our classes seem to be fluid things. It will require a certain amount of arbitrary dealing to keep these youths on one subject long enough to accomplish anything.

After our Institute vacation, the classes have now had two weeks in which to settle down to work. In the remainder of this paper I want to take up the story of five or six typical industries, and then a brief statement of some of the problems that we are facing at the present time.

Typical Industrial Problems

In one large industrial plant, where the work is low grade in type, we have at present some seventy pupils registered, and, at that,

the registration is not complete. The full power to arrange for schooling seems to be placed, by the corporation, in the hands of the employment manager. This man knows his business. He has been working for some years to build up the spirit of contentment among his workers by social service. If you visit the factory he will gladly show you through the plant, point with pride to the really good cafeteria maintained at a loss by the company, invite you to lunch, and hear the band concert given three times a week by a band, paid by the corporation, during the noon hour. The younger employees dance during some of the numbers. He will tell you of the ball team financed by the firm, the medical service, and the evening school held in the plant but financed by the Board of Education. This man is a willing cooperator in the part-time experiment. At first he wished the school to be held in the plant as a part of his general scheme, but a tabulation of the questionnaires demonstrated that this plan seemed unwise. Then he gracefully consented to sending them to a central school. The registration in this plant demonstrates the need of education. The very large majority of pupils were born in the Hawaiian Islands and are employed under contract labor. Many of them are of unknown age, though invariably much older than they look, if we accept their statement of age, and there seems to be no way of proving that any age they may claim is untrue. Many speak English with difficulty, the average being under a sixth grade education - many under third grade. Their tasks are simple routine work, much of it done in a place filled with dust, where the noise of the machinery is nerve-racking. The foreigners' respect for law or fear of the penalty for disobedience makes them very docile pupils. In fact, most of them seem to welcome the school as a place where they can escape from work and where they can get some of the good things American youths enjoy. Here the problems of coordination

are comparatively simple. Many of this group fall into an Americanization class. A poll of a class of girls, who want cooking and sewing, shows many expect to marry within the year. As I see it at the present time, only two or three problems are presenting any difficulties. A number of boys want machine shop or other mechanical trades. While we have placed these in the classes desired, I believe a number of them are subnormal. They cannot be combined successfully with other groups in citizenship classes, and will take individual care when we have time. The other real problem I have suggested. Ages with these people are a matter of convenience. The older formen grew up under the system of child labor, the records of the employment office are not kept in such a manner as to segregate these youths easily. I am sure we are not getting all the youths of school age from this plant, in spite of the fact that I have no reason to doubt the willing cooperation of the employment office. Some of the youths are lost while coming to class. In some cases they are handicapped by a want of sufficient knowledge of English and of Oakland geography to find their way around. I have every reason to believe that in many cases the pay checks are turned over to the parents, and that the youths hardly know how much they are making. Seemingly labor conditions here are fairly stable; girls drop out to marry, boys leave because they crave adventure; but in many cases a few years finds them back in the industry. There is an American element in the plant, however, from which comes the demand for business training and general continuation work.

Situated in the same part of Oakland is another plant employing a number of boys. The task again is low grade routine work. There

is little teachable content. The employees, as registered, also show a large number of Hawaiian Portuguese. The boys, however, have been in America longer,- most of them have more than a sixth grade education. The president of this concern on my first call declared he could not run his plant if these boys were off duty, as most of them were helpers at machines, and letting off one boy meant shutting down the machine. He resented strongly State interference with business. When assured that these boys could be taken in shifts, certainly in five, possibly more, he agreed to try to adjust his work. He said he thought he employed about one hundred who were under seventeen. A registration on August sixteenth showed only about forty, the fall in number being explained by the opening of school. When classes were finally started, the number in this plant declined to about fifteen. No obstacles seemingly are placed in the way of attending classes at any time we set.

The foremen have several times suggested that the boys need arithmetic, and ability to read blue prints. The boys who are in classes are taking the arithmetic and drawing, but they have been in America long enough to learn that laws may be safely disobeyed. Therefore, attendance is irregular, calling, I fear, for an example or two of law enforcement. The foremen say that good boys who are alert and stay with them until past eighteen are usually promoted to machine operators at wages running at present from $8.00 to $10.00 a day. There is no system of apprenticeship, and no great amount of skill is required. Ability to measure lumber and to read blue prints is almost necessary for promotion. The line is open to foreman, and two boys showing promise have been taken into the office, one as shipping clerk.

Labor turnover is very rapid at this plant, in spite of the fact that working conditions seem fairly good. In addition, it is probably true that the opening of school accounts for the reduction of the number of employees within the part-time age, and possibly business conditions may account for others, yet I feel that the management has adopted the policy of hiring only older boys since it can be done at the same pay. A few months ago there was a strike among these boys, which may be another reason underlying the policy of the management.

Another type of problem is found in a factory employing a large number of girls. The work is simple routine work, but working conditions are unusually good. The health service of this firm is exceptional. A registration shows most of the girls of foreign parentage, but as the pay is good and working conditions pleasant, a number of the girls are grammar school graduates. Our registration shows about twenty part-time students; the questionnaire shows that their choices for class work are about equally divided between business subjects and home economics. While I feel sure there is some teachable content in their work, the manager thinks otherwise. The girls consider the work only temporary, marriage being the working objective. No classes have been started in this plant because the company requests Saturday morning classes in the plant. We hope soon to overcome their objection to our plan.

Of apprentices to the trades, we have enough for some four or five classes, but no one firm employs over half a dozen. One of these establishments has an especially interesting experiment in social service work. The waiting list for apprenticeship is large. The employment manager

cooperates fully, asking of us shop mathematics and drawing. He promises to interest himself in the boys. If you are interested in a scheme of social service, cooperative profit sharing, a plant run under the American plan and thoroughly inoculated with the spirit and membership of the American Legion, I would suggest a visit. To cooperate with such a concern in a part-time education scheme is a pleasure. But near this plant is another which got rid of its last apprentice within the month. The story runs that the employer started him a year ago at twenty cents an hour. Each month for a year he has given him an increase. Because the lad was promising he finally increased the pay to forty cents. Instead of night school, the boy has been specializing in the night life, and runs an automobile too expensive for a part-time coordinator to own. The other day, though now only about seventeen, he demanded another increase and was told to move on. The employer refuses to hire any more boys, declaring the war and high wages have ruined them all.

At another machine shop in this same neighborhood the employer has discharged his three apprentice boys who are within the part-time age. In the past he has refused to work with the schools in any scheme of part-time education. He still maintains that he cannot afford to have his machine stand idle while boys are in school. He declares it more profitable to employ older boys at a higher wage.

A variation of this situation exists at another plant where both boys and girls are employed. We have about twelve registered, practically all of whom are at least grammar school graduates, and have seemingly average intelligence. Their work is again a simple routine task, the youths working in gangs of four at a machine. A call at this place found the

management open to suggestions along the line of social service, but they have insisted from the first that they cannot give these youths any time for school except Saturday afternoons. Though told we could not see our way clear to establish such classes for them, they freely opened their factory to inspection, and called the employees into the office for enrollment. When assigned to classes they reported promptly, but since the first week the attendance has been very irregular.

Our department stores, while they furnish several classes of girls, in no case have enough to justify organizing a special clads. They range all the way from very mature young ladies with an eleventh grade or business college education to a few immature youngsters well down in the grades. Some are sales persons, but many of them are office help. The questionnaires developed that most of them wanted either typing and other business subjects or they wanted home-making subjects. A number of these girls attend unwillingly.

Special Problems

If these are the typical conditions in Oakland establishments, what are some of our special problems at the present time? First, and most serious from the standpoint of administration, is that of regular and prompt attendance. Most employers are assisting us loyally, but a few pupils have deliberately played truant, and both our tardy and absence lists are entirely too large. We are trying tp check each absence through the attendance department, and in case of second offenders threatening both the revocation of the working permit, and the arrest of the parent. So far we have not carried out our threats. We also are working through the employers, asking their

interest and support to persuade the youth to come willingly. In some cases this is seemingly working well. The problem remains, however, and, I imagine, will always be with us.

A second problem is that of finding any study in which the youth will interest himself. A certain number fall naturally into our special classes, but many seem to have tried different jobs with indifferent success. They dislike school, and they are at work which has little teachable content; for example, we have a boy working in a paper box factory. He left school when in the seventh grade, has been in this factory for a year or more, does some repair work about the plant and runs a machine. The management likes the boy, and says he would gain promotion quickly if he improved his mathematics. This seems simple until we talk with the boy. He absolutely refuses to listen to mathematics; he knows enough; it is a poor firm to work for anyway; he is going to apprentice himself to the S.P. when he is eighteen; he wants to run a machine, but cannot see any use of the supplementary subjects. As a matter of fact he probably has not the intelligence required for a machinist.

Here are thirty girls from our department stores. They do not want office training; they do not care for salesmanship; if they must come, give them sewing or millinery. This may be all right for the girl, but it is rather difficult to convince a department store manager who is holding a sale that he should release these girls to take a sewing lesson. Result: at least one firm kept all its girls out of school last week. Will they make up the time? Perhaps. Of course it is easy to suggest that these people should be in special department store classes, but many very desirable things are not administratively possible in a city the size of Oakland, -

at least not at present when the cost of part-time education must be kept within a given figure.

Here are forty boys wanting automobile work. Nearly half are in the trade and need exactly what we are giving them. The other twenty, coming from bakeries, book stores, groceries, etc., actuated by the ambition to drive a Ford, do not belong in such a class unless in our four hours we have time to train for the avocation as well as the vocation.

To summarize these problems, - possibly half of our pupils fall into classes they need, which are administratively possible; the remainder have to be adjusted to work that only partially meets their needs.

Another problem is that of obtaining the interest and cooperation of the pupils. A picture of the part-time school, as a nest of young birds, greedily opening wide their mouths to devour the worm of wisdom dropped by the teacher, may look well in an advertisement for part-time teachers. Many youths do welcome the opportunity to gain further training, but there are many more who are extremely hostile, or at least indifferent. I believe this attitude can be changed, but it is going to take lots of hard work.

Conclusion

In conclusion, I would say that we are not at all pessimistic. While our problems are coming so thick and fast that we have had no time to sit down and calmly determine how many we really have, we have a school that is running. We have five overflowing classes taking business subjects, mostly typing, business English, penmanship and commercial Arithmetic. We have two large machine shop classes, two automobile classes, one class

studying electricity, three classes studying drawing and shop mathematics, four classes in sewing, onc class in millinery, three classes taking grammar school subjects, and, in addition, have placed a number of pupils in classes in Vocational High School and a few in each of the other Oakland High Schools for special courses. We have over four hundred in weekly attendance. There remain about one hundred more to place in classes as soon as the Saturday issue is settled, and possibly one hundred others who need such individual attention and placement as we have not had time to give them so far. Most employers are favorably inclined towards us. Our administrative problems are yielding to solution. Coordination has one sprout above the ground. It will grow and eventually blossom.

UNIVERSITY OF CALIFORNIA
DIVISION OF VOCATIONAL EDUCATION
Research and Service Center
for
Part-time Education

PART-TIME NEWS NOTES NO. 2

PROGRESS IN PART-TIME EDUCATION IN LOS ANGELES

Issued by
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in cooperation with
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Berkeley, California.
December 1920.

F O R E W O R D

The material in these notes was obtained from Mr. Vierling Kersey, Director of the Department of Part-time Instruction, in Los Angeles. He has consented to allow us to send out this document giving a resume of his work and containing copies of a large number of form letters, cards and blanks which he has found useful in his department. Some of the blanks and forms are only tentative and are being tried out in mimeographed form. However, they will be suggestive to others who are working on similar problems in the administration of part-time instruction.

EMILY. G. PALMER

In Charge of Research and Service Center.

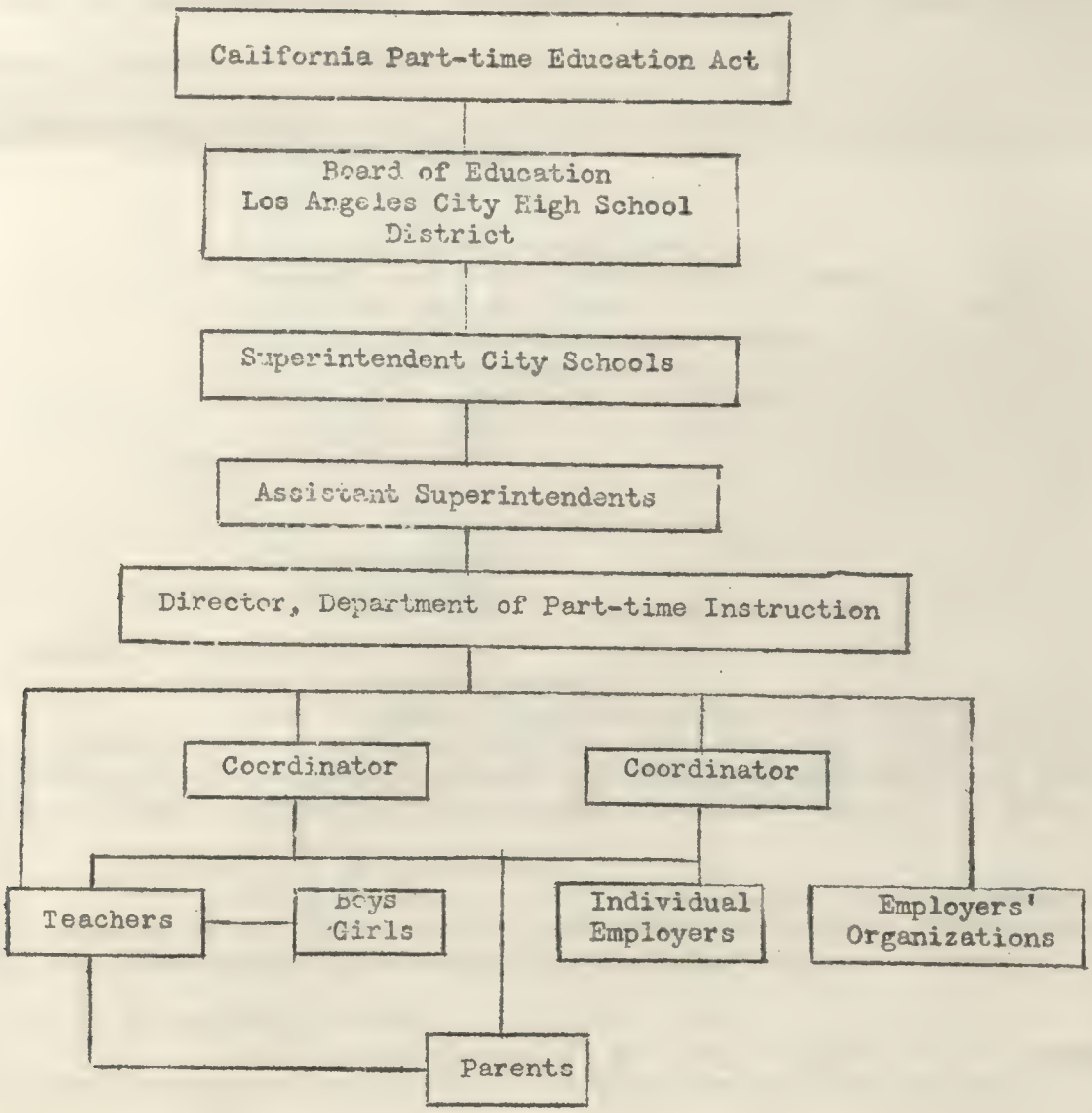
PART-TIME INSTRUCTION IN LOS ANGELES

From an early report of the development and status of Part-time instruction in Los Angeles, there have been selected, a number of facts of interest to others engaged in this field of education.

Organization of the Department and Function of its Members

The organization of the Department of Part-time Instruction and its relation to the whole school department is shown in the following diagram.

ORGANIZATION CHART



The functions of some of the groups in relation to part-time instruction are defined as follows:

"Teachers are in complete charge of instruction units. Teachers visit the homes, correlate the instruction they give with the conditions they meet as they come in contact with homes and pupils.

"Coordinators deal with individual employers and take to the teachers such suggestions and information as they think necessary which comes from their visits to employers. Coordinators shape the instruction to meet the needs of the job in so far as they deem advisable from their contact with employers and teachers of the persons on the job.

"The Director concerns himself with groups of employers, with all organizations of the business people, with associations of business, commercial, and industrial representatives."

External Development - Publicity

As the director views the work, its growth has had two phases - an external and internal development. The external development, along the line of publicity is outlined as follows:

Publicity - general
1. Through Organizations--
Chamber of Commerce
Merch. and Mfg. Assn.
Retail Dry Goods Merch. Assn.
Wholesale and Retail Meat Dealers' Assn.
Employment Managers' Assn.
L.A. and So. Cal. Laundrymens' Assn.
So. Cal. Retail Druggists' Assn.
Los Angeles Organization of Printers.
Clubs, etc., etc.
2. Through the Press--
Local Newspapers.
Trade Journals and Publications.
Official Bulletins.
3. Through the Schools--

Publicity - specific
1. Letters to employed youths--
From the census report an abstract was made of all youths in schools, working, and at home, who would be under the law. The boys and girls who were working or at home were each mailed a letter of information and instruction for their benefit, concerning the operation and provisions of the law.

2. Circulars to employers--
Every employer in the city was mailed a brief summary of the law, a omplete reprint, and a return postal card calling for information helpful to this department in the arranging and organization of classes.

3. Personal visits--
Calls were made on all the larger employers and representatives of the firms employing many boys and girls coming under the law.

Internal Development

From the information that came as a result of the campaigns as outlined and carried out, it was possible to undertake the following activities:

1. Establish group locations,
2. Decide approximate number, size, type, and location of classes,
3. Select teachers,
4. Notify employers and employees of classes,
5. Outline instruction,
6. Assign teachers, hours, and teaching work.

The department of Part-time Instruction submits the following report after three months of organization and operation.

Statistical Information.

Work Permits Issued	1034
Applications received for which permits are still to be issued	73
Young people under the law, located, who have not filed applications	150
Youths only 15 years old, but attending Part-time classes	65
Different locations in which classes are maintained	38
Number of classes	66
Estimate of number under the law with whom the Department has no contact	650
Different teachers in department (not all full day assignment)	28
Number of classes taught per day, per full time teacher (hourly period)	4
Number of different class locations per teacher	4

Types of Classes

Commercial:	
Department Stores	18
Banks	4
Office	7
Home-making (classes distinctly for girls)	5
Shop Classes:	
Classes distinctly for boys	5
General Classes:	
Errand, delivery, messenger boys, girls in factories	27

Blanks and Forms Used

Certain activities of the Department of Part-time Instruction are shown by their publications, blanks, and forms.

In order to secure the cooperation of employers, prospective pupils and departments within the school system, a number of publications and letters were sent out. Many of them are reproduced in this section.

A brief summary of the California Part-time Act was prepared and covered, on one page, the following points:

1. When Operative.
2. Who are Required to Attend.
3. Who Established and Conducts Classes.
4. What the Class and Instruction must provide.
5. When and Where Classes are to be held.
6. Duties of Employers.
7. Duties of Parents.
8. Penalties.

To all employers a copy of the above mentioned summary of the California Part-time Act, together with a return postal card were sent with the accompanying letter:

LETTER TO EMPLOYERS

Dear Sir:

This letter is to call your attention to the provisions of the "California Compulsory Part-time Education Act", a brief summary as well as a complete copy of which are inclosed. You perhaps know something of this law through the efforts of the Chamber of Commerce in cooperation with this department.

You will also find inclosed a return, stamped, self-addressed postal card calling for certain information which it is necessary that we have, in order to provide classes at convenient places to the employment of those affected.

This department is established to cooperate with employers and instructors in carrying out the provisions of this law and we shall consider it an opportunity if you will call upon us for aid and further information.

Cordially yours,

_____

Director.

The return postal contained the following blanks to be filled out by the employer.

RETURN POSTAL

Firm..... Business.....

Address..... Phone.....

Employment manager or
person to correspond with.....

No. of boys 16 years of age you will have in employ Sept. 1, 1920....

No. of girls.....

Duties of these boys (Clerical, Trade, Mechanical) Girls (Clerical, Trade, Operative)

How many apprentices, Boys..... Girls.....

When shall a personal representative call and confer with you in regard to this matter?

.....

.....

As the organization of the classes progressed a brief synopsis of some of the courses which were being given in the Department of Part-time Instruction were mimeographed and furnished to the employers for their information. The synopsis follows:

COURSES OF STUDY

CITIZENSHIP: Elementary social conduct and relation. Common duties and obligations of citizenship with special reference to the relation between good citizenship and productive employment.

HISTORY: Important factors in the economic development of the country, growth of industries, ideals of government, men who have been instrumental in shaping the ideals and carrying out the policy of American government.

ENGLISH: Reading, spelling, taking, giving instructions, and letter writing.

WRITING: Plain, legible writing executed with as much ease and speed as practicable.

GEOGRAPHY: Location of streets, roads, railways, towns, etc., of Southern California. Shortest practicable routes from place to place. Approximate and relative distances. Chief commercial cities of State and nation. Trade routes, water sheds, drainage, products.

MATHEMATICS: Drills in addition, subtraction, multiplication, division, fractions, simple measurements, simple percentage, relative volumes, and such special applications as are required by the young person's job.

HEALTH: Constructive work in the health giving value of proper foods, habits of body and mind, cleanliness, care of teeth and hands, exercise, fresh air, sunshine, bathing and clothing.

OCCUPATIONAL INSTRUCTION: Trade, auto and machine shop practice and instruction, commercial practice and store system, business conduct and habits.

HOME MAKING: Food, food values, costs and preparation, sewing and millinery, material values, style and finish, care of home, furnishings, science and economy of home-making.

As other special courses were worked out for youths in certain occupational groups, letters similar to the following were sent to the employers.

Gentlemen:

We believe you will be interested in knowing that we have just organized a new class for bank employees coming under the Part-time Law. This class is meeting Wednesdays and Fridays, from 8:00 to 10:00 A.M., in the club rooms of the American Institute of Banking, second floor, 721 South Hill Street, and is instructed by Mr. A. D. Macleod, a practicing Certified Public Accountant of this city. He is giving his time to teach this class, because of his interest in boys, at a considerable personal sacrifice. We believe that this is an exceptional opportunity for the young people.

Those of your employees who come under the provisions of the Part-time Law, who have not yet been placed in a Part-time class, could, perhaps be accomodated in this class. If not, we have other classes in which we can take care of them.

Cooperatively,

DEPARTMENT OF PART-TIME INSTRUCTION

_____

Coordinator.

To make clear the duties of minors, parents, and employers the following summary was printed.

PART-TIME EDUCATION POINTERS

Young people who have passed their 16th birthday and did not pass their 17th birthday before July 1, 1920, come under the Part-time Education Act.

Minors:

Unless they are high school graduates or attending a regular day school must:

Have a permit to work issued by the Department of Part-time Instruction.
Attend Part-time Classes four hours per week between the hours of 8:00 A.M. and 5:00 P. M.

Parents:

Parents or Guardians must:

Retain a copy of the certificate of School Enrollment and Permit to work.
Compel the attendance of minors upon Part-time classes.

Parents or guardians failing to perform these duties shall be deemed guilty of a misdemeanor and, upon conviction, be liable to a fine of not less than $10.00 nor more than $50.00, or imprisonment for not less than 5 days nor more than 25 days, or both fine and imprisonment.

Employers:

Employers must:

Require from each minor coming under the law a Certificate of Enrollment and Permit to Work, said certificate to be kept on file by them.
Mail to this department a written notice of employment, of a minor coming under the law, giving hours of employment and kind of work.
Allow the time necessary for attendance upon classes.
See that hours of employment plus hours of schooling do not exceed eight in any one day.

Employers failing to perform these duties shall be deemed guilty of a misdemeanor and, upon conviction, be liable to a fine of not less than $50.00 nor more than $200.00, or imprisonment for not more than 60 days, or to both fine and imprisonment.

The cooperation of teachers, attendance supervisors, director of compulsory education, and evening school principals was sought through the use of the following circular letters and forms:

LETTER TO INTERMEDIATE, HIGH, AND SPECIAL SCHOOLS

Dear Friends:

Have you read the California Compulsory Part-time Education Law?

If not, let me remind you that it should be your duty as an educator to do so. A copy of the law is inclosed.

In order that this department may be able to take over and help with the duties placed on the High School Principal, we solicit your cooperation.

Will you secure for us, the information asked for on the sheet inclosed, and return to the Part-time Instruction Department, P. O. Box 225, 710 Security Building.

The answers to these questions should be definite. There should be little difficulty in securing them. Much of this information is available in reports already prepared for the Superintendent's Office. Teachers can secure this information by questioning pupils. No questionnaires to homes are necessary.

Cordially,

_____
Director.

INFORMATION SHEET

School_____

Reported by_____

No. Boys 16-17 years of age in attendance_____

No. Girls 16-17 years of age in attendance_____

No. Boys 16-17 years of age who do not intend to return to school in September_____

No. Girls 16-17 years of age who do not intend to return to school in September_____

How many brothers of pupils in your school are 16-17 years old and are working?_____

How many sisters of pupils in your school are 16-17 years old and are working?_____

LETTER TO ATTENDANCE OFFICERS

Dear Friends:

This department must have information concerning all 16 year old boys and girls who leave school if it is to serve them.

To this end, we send you return postal cards which we ask you to fill out and mail to us for each boy and girl leaving school, who is 16 years of age.

All boys and girls who so leave school should be instructed to call at this office to secure their permits, that they may secure employment and not be illegally employed. It will be well to give them each a copy of our circular of information, "When You Go to Work", as inclosed. If you need more cards and care for the circulars, please let us hear from you be tlephone.

Let our department help you in every way possible.

Cordially,

_____
Director.

RETURN POSTAL

_____School

We report that _____
(Name)

_____ of ____ Grade
(Address)

a minor coming under the Part-time Act, is leaving school to work for:

Firm: _____

Address _____

Cooperatively

_____1920 _____

FORM LETTER TO DIRECTOR OF COMPULSORY EDUCATION

My dear Sir:

_____ a minor under 16 years of age has applied to us for enrollment in Part-time Classes. We are ready to take care of_____if you issue the working permit.

Cooperatively,

_____
Director.

LETTER TO ATTENDANCE OFFICERS

Dear Friends:

With the general conditions of employment and the disappearance of labor shortage throughout the city in mind, this Department suggests that you advise all pupils who are about to leave school to remain in school until they have definitely secured a position and are enrolled in a Part-time class.

This Department is anxious to cooperate in the placing of 16 year old boys and girls and will do everything possible to place them in permanent employment suited to their training and interest.

Cordially,

_____
Director.

LETTER TO PRINCIPALS OF EVENING SCHOOLS

Dear Friends:

In order that we may have uniform understanding in regard to the issuance of permits to work to 16 year olds, principles, taken from the Part-time Law must be kept in mind.

(1) The Part-time Act requires this year that every minor 16 and not 17 years of age, who is not in attendance upon regular day school, and who is not a High School Graduate, must attend a "Part-time Instruction class conducted between the hours of 8:00 A.M. and 5 P.M., for 4 - 60 minute hours each week".

(2) Evening School attendance is not acceptable.

(3) Employers are required to have on file permits to work and notification of employment, issued by this department.

In case you have misunderstood the provisions of this law, and have 16 year olds enrolled in Evening School, we ask you to send us the names and addresses, as well as the place of employment, of these 16 year olds, that proper class assignments and papers may be issued to them.

We have a mutual arrangement with the Department of Compulsory Education for taking care of these people and are working in cooperation with them whenever difficulties arise.

Some one will be available at all times of the day or evening in this department to answer questions.

We are anxious to secure the list of these people as soon as possible in order that the department of Compulsory Education may know what has become of 16 year olds who have dropped out of school.

May we hear from you?

Cordially,

_____
Director.

RETURN POSTAL

_____ School

We report that _____
(Name)

_____ of _____ Grade _____
(Address)

a minor coming under the Part-time Act, is leaving school to work for:

Firm _____

Address _____

Cooperatively,

_____ 1920 _____

The details of application for enrollment in part-time classes, school enrollment certificate, and permit to work were handled by use of forms similar to that provided by the State Board. In addition the card entitled "Notification of Employment of a Minor Person Subject to the Part-time Education Act" was sent to employers. It contained blanks as follows:

NOTIFICATION OF EMPLOYMENT OF MINOR PERSON SUBJECT TO THE PART-TIME EDUCATION ACT

We have employed _____ who has filed with us SCHOOL ENROLLMENT CERTIFICATE AND PERMIT TO WORK NO. _____

This minor will be employed on and after _____ 192 , at our _____ Morton _____. H__ hours of employment are from _____ M. to _____ M. except as noted below:
(Name and location of plant)

Mon. from ___ M. to ___ M. Wed. from ___ M. to ___ M. Fri. from ___ M. to ___ M.
Tues. from ___ M. to ___ M. Thur. from ___ M. to ___ M. Sat. from ___ M. to ___ M.
Sun. from ___ M. to ___ M. (Time out for lunch _____).

In general his duties will be as follows: _____

_____

Date _____ 192__ _____
Employer or employers.

By _____, _____
Signature Official position of person signing.

Note to employer: The law requires that you keep on file one copy of this notification and the School Enrollment Certificate and Permit to Work of this person. Mail the other card to us.

Circular letters to employers, relative to these forms and blanks just mentioned appear on the next page.

LETTER TO EMPLOYER

REGARDING PERMIT TO WORK AND NOTIFICATION OF EMPLOYMENT.

Enclosed herewith are 2 copies of Permit No.___ and 2 copies of Notification of Employment of minor to be used as follows:

(a) One copy of the "School Enrollment Certificate and Permit to Work" is to be kept by the student to whom issued.
(b) One copy of the "School Enrollment Certificate and Permit to Work" is to be kept on file by the employer.
(c) The employer is to fill out both "Notification of Employment of a Minor Person Subject to the Part-time Education Act" cards, keep one on file and mail the other to the Department of Part-time Instruction.
(d) Notice of the time and place of holding classes will be mailed to the student as soon as arranged.

Cooperatively,

Dept. of Part-time Instruction.

SPECIAL FORMS

Specimens of forms to be used in connection with the California Compulsory Part-time Education Act.

Form #1.
Notification of Employment of Minor Person subject to the Part-time Education Act.

This notice is to be sent to the Part-time Education Department by the employer when he employs a minor subject to the law.

Form #2.
Application for Enrollment in Part-time Classes [illegible] Enrollment Certificate and permit to work.

This form is to be filled out by the minor [illegible] tion and a permit to work.

Form #3.
School Enrollment Cer[illegible]

This permit is issue[illegible] issued in triplicate, [illegible] his employer, one for [illegible]

Note to Employers of [illegible]

All minors 16 [illegible] described above, when [illegible] filled out and signed, [illegible]

Also a circular and blank concerning the employability of minors 18 to 21 years are reproduced.

LETTER TO EMPLOYERS REGARDING EMPLOYABILITY OF MINORS 18 TO 21 YEARS

Gentlemen:

A summary of the California Compulsory Education Act which concerns the employment of illiterate minors is inclosed.

This department is anxious to cooperate with all employers of these minors and to this end is in a position to establish classes in convenient locations to their residence or employment.

A copy of the certificate the employer must request and file for these minors is inclosed. Certificates will be secured at Evening Schools.

May we hear from you, if we can be of service to you in this regard.

Cordially,

_____
Director.

CERTIFICATE OF SCHOOL ATTENDANCE

Name_____

is in regular attendance upon a class established by the Los Angeles City High School Board of Education for the Training of Minors 18 to 21 years of age.

Employers are instructed to accept this certificate and keep it on file as requested by the California Compulsory Part-time Law, passed May 27, 1919.

School_____

Teacher_____

This certificate expires_____

Director, Part-time Instruction.

In order to give information relative to the purpose of Part-time classes, and the time and place for enrollment in them, a number of forms were used. A circular of information entitled, "When You Go to Work: For Boys and Girls 16 and 17 Years of Age and Their Parents", which covers, by question and answer, the necessary information about the Part-time Act and the educational privileges which the youth has a right to expect, was prepared for distribution. A copy accompanies this report.

WHEN YOU GO TO WORK

For Boys and Girls 16 and 17 Years of Age and Their Parents

Circular of Information No. 102

Issued by
Department of Part-Time Instruction
Los Angeles City High School District
400 West Washington Street
(Polytechnic High School)
Los Angeles, California

Form 632—3000 -9-29-20

14—What are my duties under the Part-Time Law?

(a) To attend classes.

(b) To secure a "Certificate of Enrollment and Permit to Work."

(c) Present this certificate upon request of any officer of the law or other person authorized to enforce the provisions of the law.

15—Are your parents responsible under the Part-Time Law?

Yes,

(a) For your attendance upon part-time classes.

(b) For the keeping of a copy of your "Certificate of Enrollment and Permit to Work."

16—What penalty is imposed upon parents who fail to send their children to part-time classes if they are not attending a regular day school?

Failure on the part of any parent, guardian, or other person having control or charge of such child to perform the duties mentioned shall be deemed guilty of a misdemeanor and upon conviction shall be liable to a fine or to imprisonment, or to both fine and imprisonment.

17—What are the duties and responsibilities of employers?

Five days after the opening of the fall term of the local high school for the year 1920-21, and thereafter, no employer may employ a youth between sixteen and seventeen years of age unless said youth has filed with him a certificate of enrollment and permit to work issued in the name of the Director of the Department of Part-Time Instruction.

18—What are the penalties on employers for failure to comply with the Law?

Any person, firm, corporation, agent or officer of a firm or corporation that violates or omits

Part-Time Instruction

If you are between 16 and 17 years of age, a
are working at present or contemplate leavi
school to go to work, the following will give y
detailed information about your advantages a
duties under the new Part-Time Law.

1—What is this Part-Time Law?

A Law enacted by the State of California, effe
tive July 1st, 1920, intended to give employe
boys and girls educational opportunities by e
tablishing Part-Time schools in or near the
places of employment.

2—Why is it called a Part-Time Law?

Because the boys and girls spend part of the
time at work and part of their time at school

3—Who will attend these Part-Time Schools?

All boys and girls, whether employed or n
between 16 and 17 years of age who are not
attendance upon a public or private day scho
or who have not graduated from a high schoo
Also boys and girls **under** 16 years of age w
are at work under a permit may attend thes
classes instead of night school.

4—Where will the Part-Time Schools be established?

In your place of employment or as near to
as found expedient by your employer and th
Board of Education.

5—Who will inform you when and where these classes meet?

Your employer.

6—What will be taught in these classes?

Subjects which will give the working boys an
girls greater skill, make their work easier, mor
efficient, prepare them for promotion and teac
them the duties of citizenship.

to comply with any of the provisions of the Law is guilty of a misdemeanor and upon conviction thereof may be punished with a fine or imprisoned in the county jail, or by both fine and imprisonment for each and every offense.

19—May you withdraw from Part-Time classes maintained during the year 1920-21 when you become seventeen years of age?

No. The Part-Time Law contemplates that all boys and girls over sixteen and under eighteen years of age must attend part-time classes until they are eighteen years of age.

20—Will your attendance upon part-time classes be recorded?

Yes. Pupils may be required to make up all time lost by their failure to attend any of the sessions of the special classes to which they are assigned, unless excused. In case a student has no good excuse for tardiness, or in case he is absent for more than one-half of the class period, no attendance shall be returned for that period.

21—Will you take examinations and be graded as in the regular full-time schools?

No, unless you wish the teacher to prepare you for another class or for a special vocational school which you wish to enter.

22—What does the State expect of you?

To make good so as to become a prosperous and useful citizen.

23—What does it mean to be a good citizen?

1. To be obedient to social law and custom.
2. To develop and preserve a clean, strong, body.
3. To contribute to the welfare of society by performing some useful work.
4. To stand ready at all times to defend
country from its foes, visible and invi
5. To be considerate of the privileges of o
and tolerant of their harmless variatio
6. To be a real democrat in ideal, in tho
and in action.
7. To vote intelligently.
8. To be willing to accept public office i
fered the same and if competent to per
the service as well as, or better than s
other person.

24—Who has been appointed to help you take vantage of this Part-Time Law?

a. A Director of Part-Time Instruction,
Vierling Kersey, who is charged with the
sponsibility of carrying on the work.
b. Two Co-ordinators, Miss Jean Bernard
Mr. F. C. Weber, who will give indivi
counsel and guidance in social and v
tional matters.
c. Specially trained teachers for the Part-T
classes.
d. An Employment Bureau under the super
sion of the Director of Part-Time Instr
tion, to act as agent for the placement
these boys and girls.

25—Where will you get blanks and informati concerning the Part-Time Law?

At the office of the Director of Part-Time I
struction, 400 West Washington St. (Ro
208, Polytechnic High School), phone Sou
3396.

In order to give information relative to the purpose of Part-time classes, and the time and place for enrollment in them, a number of forms were used. A circular of information entitled, "When You Go to Work: For Boys and Girls 16 and 17 Years of Age and Their Parents", which covers, by question and answer, the necessary information about the Part-time Act and the educational privileges which the youth has a right to expect, was prepared for distribution. A copy accompanies this report.

A postal with the following message was sent to students eligible for part-time instruction.

CARD TO 16 YEAR OLD YOUTHS

If you are 16 years old and are not going to a day school, the law says that you must go to a Part-time class for 4 hours a week.

If you are 16 years old and working, the law says you must have a permit to work.

If you have not your permit to work and are not now going to a Part-time class, go to _____

_____

on Monday, Tuesday, Wednesday, Thursday, Friday, between _____ and _____ o'clock, when we will tell you about the law and help you make your application.

Sincerely,
DEPARTMENT OF PART-TIME INSTRUCTION

In addition, the following card was sent to working youths.

CARD TO WORKING YOUTHS ELIGIBLE FOR PART-TIME INSTRUCTION

PART-TIME INSTRUCTION

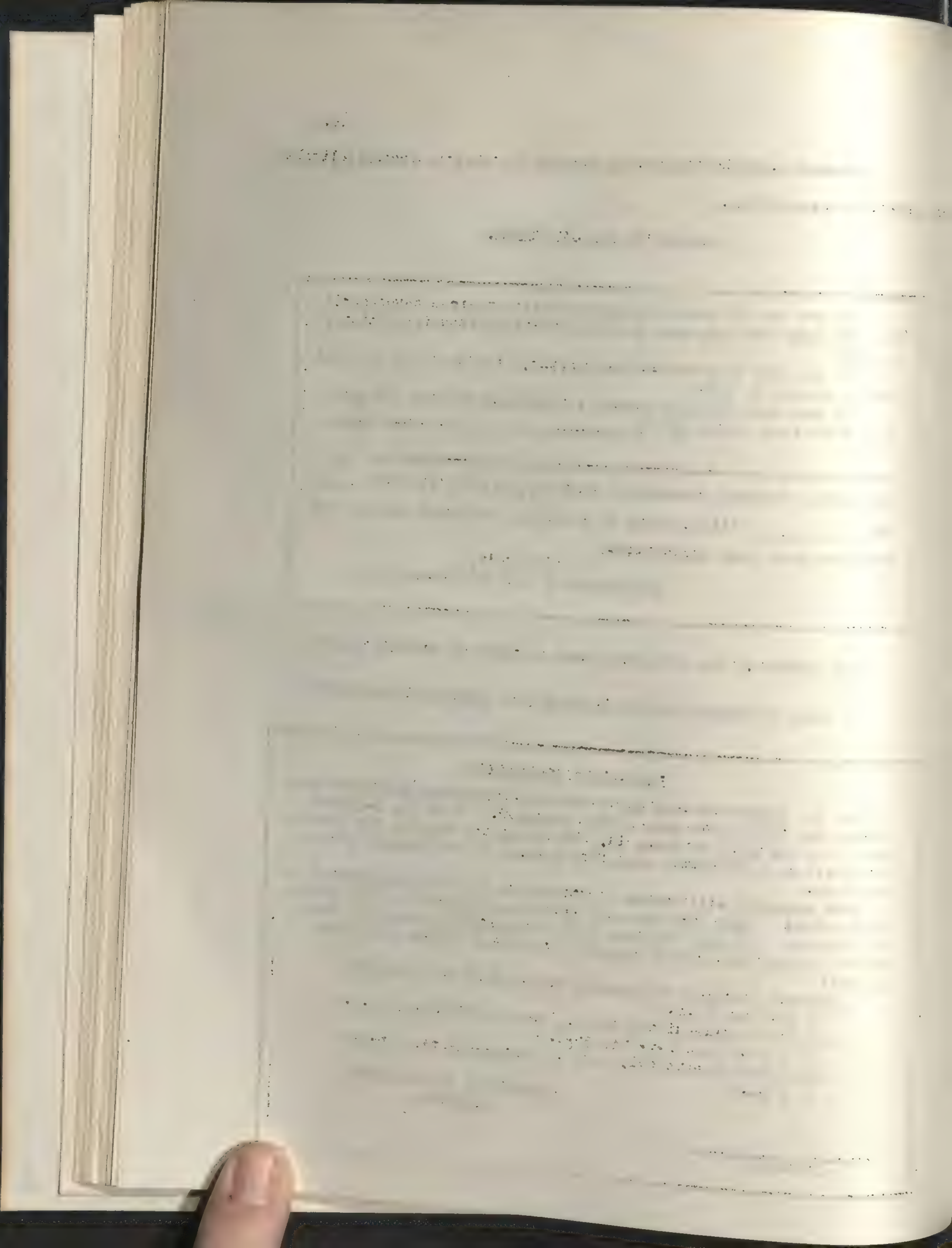
You are concerned with the California Compulsory Part-time Education Law which goes into effect August 30. This law requires every boy and girl 16 years old, who is not in regular day school, to enroll in a Part-time class for 4 hours a week between 8 a.m. and 5 p.m.

Your employer will demand a certificate from this department to that effect. Many employers are providing classes in their places of business. If your employer has not promised a class for you, report during the week of August 30 at either of the following places:

Central Intermediate School, 451 N. Hill St., between 8 a.m. and 5 p.m.
Lafayette Intermediate School, 1515 E. 14th St., 8 a.m. to 9 a.m. and 3 p.m. to 5 p.m.
Polytechnic High School, 400 W. Washington St., 3 p.m. to 5 p.m.

DEPARTMENT OF PART-TIME INSTRUCTION

_____
Director



LETTER TO YOUTH NOT YET ENROLLED IN PART-TIME CLASSES

Dear_____

It is reported that you have left the employ of _____

_____

We are also informed that you have been absent from Part-time Classes. You understand, of course, that it is necessary for you to continue your Part-time classes whether you are employed or not, unless you return to regular day school.

If you have returned to a regular day school, please let us know what school you are attending.

Sincerely,
DEPARTMENT OF PART-TIME INSTRUCTION

_____
Coordinator.

To meet various situations which arose in the administration of Part-time classes the following forms became necessary. They are self-explanatory.

CORRECTION OF APPLICATION

We are returning your application herewith for the following corrections or omissions:

.....

.....

.....

.....

Kindly make these corrections and return the application to us as soon as possible.

DEPARTMENT OF PART-TIME INSTRUCTION.

CARD TO PUPIL ABSENT FROM SCHOOL

Dear_____

We are informed that you have been absent from Part-time classes. You understand, of course, that it is necessary for you to continue in your Part-time classes whether you are employed or not, unless you return to a regular day school.

If you have returned to a regular day school, please let us know what school you are attending.

Sincerely,
DEPARTMENT OF PART-TIME INSTRUCTION.

CARD TO PUPIL LEAVING EMPLOY AND ABSENT FROM SCHOOL

Dear_____

It is reported that you have left the employ of_____

_____

We are also informed that you have been absent from Part-time Classes. You understand, of course, that it is necessary for you to continue your Part-time classes whether you are employed or not, unless you return to regular day school.

If you have returned to a regular day school, please let us know what school you are attending.

Sincerely,

DEPARTMENT OF PART-TIME INSTRUCTION.

NOTICE OF TRANSFER

Name.....

Address.....

who has been enrolled in a Part-time class meeting at

.....
Place Days Hours

has permission to transfer to class at

.....
Place Days Hours

Date.....192

.....
Signed

Copy of this notice given to

.....

.....

.....

.....

.....

NOTICE OF ASSIGNMENT

.....

Student Address

.....

Firm Address

Assigned to Part-time Class at

.....

Place Address

On Monday, Tuesday, Wednesday, Thursday, Friday, from____to_____M.

To..... By.....

Instructor. Coordinator.

.....192...

SECOND LETTER TO YOUTH NOT YET ENROLLED IN PART-TIME CLASSES

Dear_____

We are informed that you have not reported to the Part-time classes, which we notified you to attend. You understand, of course, that it is necessary for you to be in Part-time classes whether you are employed or not, unless you return to a regular day school.

If you have returned to a regular day school, please let us know what school you are attending. If not, it is necessary for you to attend as assigned at once.

Sincerely,

DEPARTMENT OF PART-TIME INSTRUCTION

_____

Coordinator.

LETTER TO EMPLOYERS, REGARDING ASSIGNMENT OF MINORS

Gentlemen:

Please be advised that_ _ _ _

ADDITIONAL PROBLEMS

The report closes with a statement of the problems then facing the Department, the means of marketing the idea, the cooperation secured, and the group of instructors.

Our Problems,

1. Securing space for classes,

Impossible to rent rooms, schools are crowded to overflowing. Our department has had to accept such space as employers could give us.

2. Arranging Teachers' hours that they can accomodate employers and yet have a full program.

Most employers want us to have pupils in early morning or late afternoon. Few can release pupils during the middle of the day. To meet this we have had to impose upon teachers, requiring them to teach at both ends of the day. Some classes for Telephone and Telegraph students come in the middle of the day.

3. Finding time to call on all the employers who have expressed their willingness to cooperate and help and get from them their suggestions to embody in our instruction. To meet this problem it has been necessary to date ourselves ahead and call as soon as possible. We try to cater to calls from employers, it is our way to let them help.

4. Other problems,

Finding good 16 year olds for waiting jobs.
Finding time to care for placement.
Getting other school people to understand our work.
Drawing in the loose ends in rural parts of the city.
Having parents understand the beneficial provisions of the law as well as their children and the employers do.

Marketing Our Job,

<u>To Employers</u>,

1. Through an understanding of the work.
2. Convincing employers that they benefit by the training their employers will get.
3. Accommodating our plans to their needs wherever possible.
4. Soliciting their confidence.
5. Giving them a hand in the job.

<u>To Parents</u>,

1. Most parents realize the need of education for their children, if parents understand that the Part-time Law hopes to give their child what he is entitled to, parents are with the Department.

2. If parents understand that this instruction makes better employees out of their children, parents will fight for the instruction as they would fight for the weeks earnings of their children.

To the Children,

The child wants what is coming to him. We try to help him realize that Part-time Instruction is coming to him.

Cooperation,

Most hearty cooperation has been the good fortune of this department during the organization and operation of the Part-time Instruction work in the city. Our earnest effort will be to continue this feeling.

Instruction,

An exceptional group of instructors are carrying out the plans of the department. Specialists from business houses, shops, and factories have come with the department, as well as a surprisingly good group of regular teachers from the ranks of the school department.

Cordially,

Signed: V. Kersey

DIRECTOR.

UNIVERSITY OF CALIFORNIA
DIVISION OF VOCATIONAL EDUCATION
Research and Service Center
for
Part-time Education

PART-TIME NEWS NOTES NO. 3

THE WORK OF THE DIRECTOR OF PART-TIME EDUCATION

By
W. A. Terney

Issued by
University of California
in co-operation with
The State Board of Education

Berkeley, California.
January, 1921.

FOREWORD

Before a group of people studying the problems of Part-time Education in a seminar in the University of California this account of the work of the Director of Part-time Education was presented by Mr. W. A. Tenney, Director of the Oakland Part-time School. It presents his actual experiences as director and the principles which have guided him in his efforts.

The discussion will be helpful to all who are trying to meet the problems of part-time education with an underlying policy as a guide to the solution of their problems.

Emily G. Palmer

Special Agent for Training Part-time Teachers

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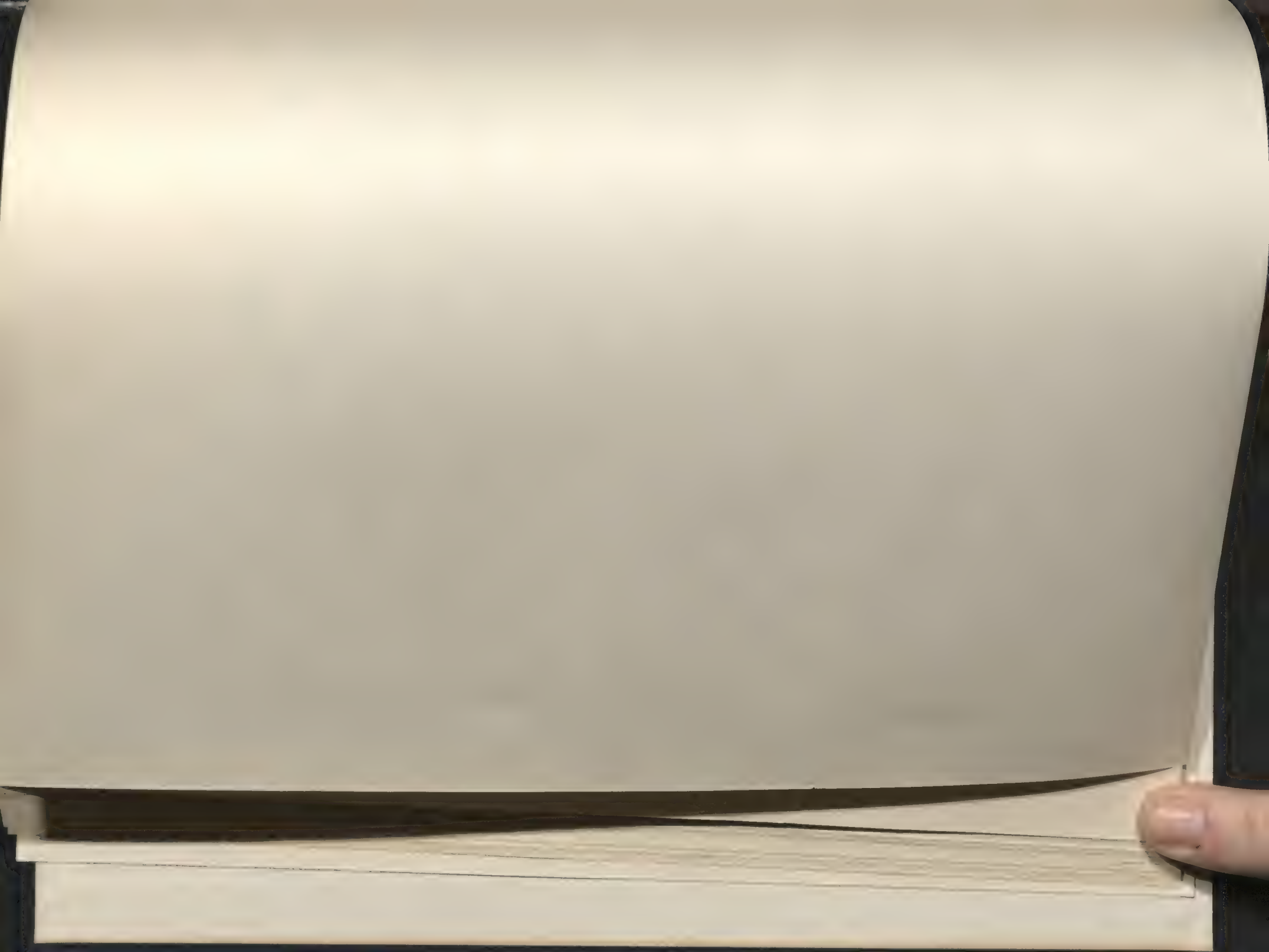

Plans for Beginning the Work

The first official step, towards carrying out the provisions of the part-time law, by the Oakland Board of Education, was the election of a director on May 3rd. No one was more surprized than the director himself, or knew less of how he should go about his job.

In the closing days of the spring term of school, there was little time to think out plans of action, yet a beginning must be made, and that speedily. It was finally decided to do certain definite things. The minors subject to the law must be located. The public must be informed of the provisions and advantages of the new law. The co-operation of employers must be sought, and if possible, the support and backing of large and influential organizations secured.

It was decided that the survey and publicity work should be carried on all summer, therefore, the director recommended that a co-ordinator be appointed to begin work immediately upon the close of school in June. That the co-ordinator should be a man chosen for certain definite and essential qualifications and characteristics. This recommendation was accepted and that co-ordinator duly appointed.

In order to organize a school, we must have pupils. The first problem then was to locate the minors subject to the part-time law. Three means were used. First, the attendance department had a list of 500 who had left school on working permits. It was decided to get this list, and actually locate these individuals by personal visits to the place of employment or the home.

Second, it was decided to visit practically all the employers of youth in the city, and get from them complete lists of all their sixteen year old employees. In calling upon the employers the aim was not only to secure a list of minor employees, but also to interest the employer in part-time education, and to create as far as possible a sympathetic and co-operative attitude.

Third, through the daily papers the general public were to be informed of the provisions of the law, notified where more information could be obtained, and minors instructed when and where, to present themselves for registration. A definite day, August 16th, was set for registration, on the ground that if pupils were allowed to come in at any time they chose throughout the summer, many would put it off till they would fail to come at all.

While the director took a small part in the actual work of carrying out these plans, the work was definitely assigned to the co-ordinator as an all summer job, and the very satisfactory and successful manner in which he performed this arduous duty you will have ga thered from his own report.

Publicity

Rumor had it that several large firms were adopting a definite policy of refusing to hire any minors who came under the part-time law.

The director felt that if such a movement became at all general it would give rise to a very serious situation, both from the standpoint of the individual and from the standpoint of society. The individual would suffer the loss of income, loss of opportunity to establish himself in any

line of endeavor, and loss of the advancement he might make in two years of work.

It may be said, "he could return to full-time day school which would be a good thing". But for many of them it would not be a good thing. For many of them, either because of mental limitations or a permanent distaste for school, the full-time day school has done its work. They will not return.

Some who would like to do so cannot afford to return. Society would than have thrust upon it a large group of youths filled with resentment for the hardship and injustice imposed upon them, nursing hatred for law and for government. For some of them, the first citizenship training is a steady job, but denied the right to work they perforce form habits of idleness. Idleness leads to crime. And so the law, designed to benefit these future citizens, would lead to their undoing.

To stem this rumored tide of opposition on the part of employers, before it should gain much headway, it was felt that a definite endorsement and declaration of policy by some well established and influential organization, within the ranks of the employers themselves, was very desirable. The Oakland Chamber of Commerce is such an organization. The part-time director having been a member of this body for some years, naturally turned to them for help.

The matter was first presented to the Education Committee of the Chamber. The Committee very promptly and unanimously recommended to the board of directors that they endorse the part-time education movement, and request all members to co-operate with the school officials. The

board of directors adopted such a resolution, and sent out the following letter to the 2000 or more members:

"Your membership in the Chamber of Commerce is evidence of your vital interest in all things that spell BETTERMENT FOR OAKLAND. Among these is an improved standard of citizenship for our future citizens. Of course you also want to increase the efficiency and industrial or business intelligence of your youthful employees.

"A BIG WORK along these lines is about to be undertaken by the Oakland Board of Education by means of the new Part-Time Education system. The law, which becomes operative after July 1, 1920, requires all youths between sixteen and seventeen years of age to attend day school a minimum of four hours per week during the time schools are maintained. After July 1st, 1921, all youths between sixteen and eighteen will be included.

"The provisions are somewhat flexible as to time and place where this schooling may be given, and it is the aim of the school authorities to co-operate fully with all employers in working out a plan for their employees which will fit in with their business.

"Aside from the work in citizenship and health, the instruction will be largely directed to increasing the young worker's efficiency in the occupation in which he is engaged.

"The board of directors of the Chamber of Commerce have endorsed this work, and urge all members to fully inform themselves, and to co-operate with the school officials in carrying it into effect.

"You should immediately communicate with Mr. W. A. Tenny, principal of the Vocational High School, 12th and Market Streets, who has been given charge of the organization of this work, for any information you need.

" 'Keep the O.K. in Oakland' ".

The chairman of the Education Committee, who at that time chanced to be the editor of one of Oakland's largest daily papers, offered the use of his columns for any publicity desired. This offer was accepted, and made use of.

As another means of publicity, a short Bulletin of Information was prepared by the director for distribution to the public.

In addition to notices in the daily press, the following form letters were sent to all pupils whose names and addresses we had, and to all employers thought to have sixteen year-old employees, timed to reach them Thursday or Friday prior to the Monday set for registration.

LETTER TO PUPILS

We are taking this opportunity to remind you that the new Part-time Education Law makes it necessary for all between the ages of sixteen and eighteen to attend school four hours per week during the school year. The law forbids any employer to hire any one of that age unless the employee has a certificate signed by me stating that the employee is enrolled in a part-time class. These classes are to be held at some convenient time between the hours of 8 a .m. and 5 p.m.

The Board of Education has set Monday, August 16th, at 9 a.m. at the Vocational High School, 12th and Market Streets, as the time and place to register. Your employer has been informed of the date. Please make arrangements with him to register at that time.

We hope you will consider this an opportunity to secure further training in your chosen occupation. It is our desire to arrange your work as far as possible so that you will get the most out of it. Should you wish to consult either me or Mr. Brillhart, we shall be at the Vocational High School between the hours of three and six until August 23d.

Very truly yours ,

Director and Principal of Part-time Education

Policies of Part-time School

It may be well before going too far with this narrative to speak of the policies by which we have attempted to shape our action. Naturally the plans and policies here presented were not all conceived in the be-

ginning, but are the outgrowth of experience and a better understanding of the problems as the work advanced. Some of them are quite contrary to our first ideas. We do not offer them as final or complete. However, as time went on it seemed desirable, in order to avoid becoming swamped in endless detail, and that we might have some fixed guiding principle to which questions might be referred for settlement, to set down in writing what appeared to be the fundamental policies of this enterprise.

They are as follows:

"We are proceeding on the policy that the function of the Part-Time School is to help the individual to realize his desire for self-improvement, or, where lacking, to inspire a desire for self-improvement, towards a satisfactory type of citizenship, and towards efficiency in service.

"To carry out this idea we have tried to find out from the pupil himself what he thinks will be the most worth while instruction for him, and then we are arranging to give that instruction. It will be our policy to secure teachers whose experience and training have specially fitted them to give the special types of instruction called for, particularly in vocational and related subjects. Occasionally there will arise individual cases of pupils who desire some form of vocational instruction which cannot be given in the school. We believe the policy should be to meet these demands by finding some one engaged in the occupation the pupil wants to learn, who is able and willing to instruct, and to engage him to give this instruction in his own place of business, for four hours per week.

"For the most part it appears that pupils are choosing with considerable wisdom. Where this does not appear to be the case our policy will be

not to effect a change by any sudden wrench; but in due time by wise counselling with both pupil and parent, and by engaging the influence of the employer, to bring about a desire in the pupils' mind for a change to something better.

"We believe the success of the Part-Time School will depend largely upon making the instruction so practical and so linking it up with the job, that the employer will recognize improvement in his employees due to Part-Time School attendance. Therefore, it will be our policy to induce the employer to take an interest in the work which his employees are doing in the school, to ask his advice as to the most beneficial instruction for the pupil, to induce him to let the pupil know he is interested, to watch for improvement in the employee's work as a result of schooling, to recognize improvement when observed both by commendatory word and, when sufficient improvement is made, by substantial reward.

"The law does not require the employer to pay for the time in school. Many are now willing to pay but a few are not. It will be the policy of the school to try to make the results of instruction of sufficient value to the employer that he will feel it to his advantage to pay the employee for the time in school.

"It will also be our policy to use this interest and co-operation of the employer to secure prompt and regular attendance in school.

"We have encountered the problem of bringing together into groups of the proper size to form classes, pupils who desire the same kind of instruction. Business conditions vary with different employers, and a

convenient time for one is not convenient for another. It will be our policy to co-operate with employers in making time adjustments, to the fullest extent consistent with efficient class organization. For this and other reasons it will be our policy to concentrate all part-time classes in one centre. We are thus enabled to draw, not from one section only, but from the whole city, pupils whose work conditions will permit them to attend school at the same time, and thus be able to make up normal sized classes of pupils desiring the same instruction. This policy also effects economy in room, equipment, and teachers' time by avoiding the necessity of travelling from one class to another.

"Through the part-time education law the state has assumed joint guardianship of minors up to eighteen years of age. The officers and teachers of the part-time school are the agents of the state in this guardianship. If this guardianship is to extend only over the four hours per week which the youth spends in school, it will amount to but little. It must extend over the other forty or forty-five working hours, and even beyond to the hours of recreation. Therefore, it will be the policy of the Part-Time School to plan all teachers' time so as to allow for visitation of pupils at the place of employment, or the home, to observe working conditions, to confer with employers and parents, to correlate instruction with the work, and to direct youths in social as well as vocational matters.

"We believe that if these policies can be carried out with proper financial and moral backing, if the attitude above suggested on the part of employers can be secured, if the pupil can come to know that his employer is interested in his school work, is watching his progress in those char-

acteristics which make for good citizenship and increased efficiency, and will reward progress with promotion and increased pay, the Part-Time School is destined to do a great work for the community, and to become for those engaged in it the most interesting school work to be found anywhere."

Part-time School Budget

Early in the spring the director was asked to prepare a tentative budget for the Part-Time School. At this time there was not much definite data on which to base our estimate. It was assumed, however, that there were in Oakland 900 to 1000 minors not attending full-time day school who would be between the ages of sixteen and seventeen on July first, and that they would be retained in Part-Time School throughout the year. Also, that approximately half as many more would come in during the year as they arrived at the age of sixteen. It was also estimated that quarters must be rented, or land leased and temporary buildings erected. Some equipment must be purchased, and some of the equipment at Vocational High would be available at certain times.

Without going into too much detail an estimate was made as follows:

Salaries

Principal and Director, Part of whose salary is chargeable to the Vocational High School budget.
Co-ordinator, with an addition for auto upkeep.
Attendance Officer, with an addition for auto upkeep.
Secretary for the Director.
Vocational Guidance Counsellor.
Teachers--on the basis of one teacher for 100 pupils, pay to be the same as for full day high school teachers.

Office Equipment

Telephone	Typewriter
Desk	Filing cases, etc.

Class Room Equipment
- Teachers' Desks
- Pupils' Desks
- Typewriters
- Typewriter Tables
- Chairs
- Sewing Machines
- Sewing Tables
- Drawing Instruments
- Drawing Boards
- Drawing Tables
- Blackboards
- Stoves
- Clocks
- etc.

Supplies
- Stationery and supplies for academic classes
- Supplies for shop classes
- Textbooks

Miscellaneous
- Rent of land
- Erection of buildings
- Janitor Services, Labor, etc.

Total estimate $50,000.

This was later increased to $61605.00 and was presented to the Board of Supervisors that way.

The supervisors granted all they were allowed to, under the district attorney's interpretation of the law, which was about eight per cent less than was asked by the Board of Education.

During the recent budget readjustments due to insufficient funds having been provided by tax levying bodies, the director was asked to revise the part-time budget downward with emphasis on the down.

A fortunate circumstance favored us at this point. It was found that the large sum estimated for buildings and grounds could be entirely eliminated. The recent bond issue provided money for additions to the

the Market Street site. An adjoining lot containing a building was bought with bond money and turned over to the Part-Time School. Further, owing to the lateness of opening the part-time classes, nearly three hundred of those registered had reached their seventeenth year and it was decided not to call them in to classes, thus considerably less money would be needed for salaries and supplies. It was found that the budget could be cut to $53,000, and provide in a fairly satisfactory manner for all needs.

Securing a Teaching Corps

Securing teachers for the Part-Time School presented several difficulties. In the first place, at the regular time of electing teachers in May, we had no information as to the number of pupils who would actually be in classes or the kind of instruction they would desire. Furthermore, owing to the uncertainty regarding school funds, the Board of Education did not wish to assume the obligation of contracting with teachers until it was definitely known that funds for this purpose would be raised. The final, official decision on the amount of school money to be raised is not made by the county supervisors till nearly the middle of September. By that time the best teachers have usually secured positions.

How were these difficulties to be overcome, and competent teachers secured? Part-time pupils are coming to school under compulsion, some of them also suffer a loss of income, and many of them are more or less unhappy and resentful.

Under these conditions it would seem folly to expect success with any but competent and professionally minded teachers.

The part-time law provides that the instruction "shall be suited to the varying needs of the individual pupils". As already stated our policy was to give each individual the special kind of instruction, vocational or otherwise, which would seem to benefit him most. In the coordinator's report you have been told how definite information was secured regarding individual needs. A short question blank was sent to each individual, asking exactly what kind of work the minor was doing, what would help him most in that work, and what else, if anything, he wished to learn in the part-time school. A form letter to the employer was prepared in which our aims were set forth, and his advice and assistance to the employee in filling out the blank was solicited.

It will be seen that this information was indispensable if our policy was to be carried out, otherwise, for example, we might engage a commercial teacher and find out, when the pupils came, that we needed a machine-shop teacher.

When these questionaires were all returned, they were classified or grouped according to the kind of instruction desired. This gave definite information as to the total number of pupils to be provided for at the opening of school, the number in each group, as for example, the commercial group, the home economics group, the machinist apprentice group, etc., and consequently the number and kind of teachers needed.

The next question was where to find the right teachers. You will recall that the time for getting teachers had long since gone by. The

director had received numbers of applications during the spring and summer, and he was authorized to promise positions to such teachers as he desired on condition that the money for the part-time school should be provided by the tax levying body. One by one many of the best applicants had wearied of waiting and taken positions elsewhere, but fortune favored here, in that several of his first choice for one reason or another were so desirous of a position in Oakland that they held on, refusing other positions, and were finally appointed, when the funds were at last assured.

Practically every position in the Part-time School called for a specialist. The director felt that the citizenship work was of too great importance, to be dabbled in by any and all teachers, but that this work should be organized under one specialist, having the highest qualifications possible. He also felt that the vocational and social guidance should be in the hands of a person specially trained in survey or research work, vocational counselling, and intelligence testing. In the teaching of related subjects, such as shop mathematics or mechanical drafting to boys in the mechanical industries, it was felt that even a good college trained academic teacher, with no first hand knowledge of shop work or shop conditions would not be likely to prove satisfactory. This work must connect directly with the job. The teacher must command the respect of these boys by knowing more about their own job than they know. He must be able to meet them on their own ground, to talk in shop terms, to know shop needs and shop conditions, to know the applications in such a way that the boy realizes that he is getting something which he can take right back to the job, and use.

It goes without saying that whatever trade continuation or preparation teaching is done must be by people of successful experience in the trade.

The Oakland director congratulates himself that every position in the Part-time School is occupied by a person whose experience and training has especially fitted him for it.

In addition to the teachers whose entire services are engaged in the Part-time School, some teachers in the Vocational High School, who were not given a full assignment for every day, are teaching part-time classes between 3:15 and 5 o'clock as extra work, for which they receive extra pay. It has also been found possible to place some part-time pupils in classes with full-day high school students.

It was agreed in the beginning that the hours of work and rate of pay for part-time teachers should be the same as that of full-time high school teachers. To do less than this, would be to eliminate, at the outset, any possibility of securing the highest grade of teachers, which would place the part-time school under a handicap which it could hardly hope to sunvive. The rule of the Board of Education requires high school teachers to be on duty six hours, there are also stipulations as to how much of this time shall be actual teaching. It was agreed that in the case of part-time teachers not more than four hours teaching would be required, the remainder of the time to be devoted to visitation of pupils, parents or employers, and correlation of instruction with employment.

Securing Quarters and Equipment

In the preliminary survey, it was discovered that several firms desired to have classes conducted in their places of business, for their own employees. At first this seemed very desirable. It would help solve the problem of housing these classes, which was then a very uncertain quantity. Some of these firms had been conducting classes of some sort, and presumably had some equipment which we might use. So we started out with the idea of placing as many classes as possible in plants, and after exhausting these possibilities, make what arrangements we could for the remainder either in school buildings, rented quarters or in temporary buildings.

But as we got a better view of the whole problem it became apparent that this plan would not be satisfactory. In the first place, we should have to abandon our policy of giving to each pupil the kind of instruction he wanted or felt that he needed. Naturally, not all the employees of one firm would need the same kind of instruction. Various kinds of equipment would be needed to give the instruction desired by different individuals, and there would be duplication of equipment in various centres.

There would not be enough pupils in any one plant, or in one neighborhood, to form classes of reasonable size in each of the subjects called for. Furthermore, it was found that the rooms which could be secured in plants were not satisfactory, that they could be used at only stated times when not in demand for the business of the firm, that very

little equipment was available and the firms could not reasonably be asked to buy what was needed. It was also found that a great deal of the teachers' time would be lost in travelling from one class to another.

With the exception of some of the downtown stores, most of the employers preferred to have their employees attend school four hours in one session. The distance from the classroom would then be relatively unimportant, since the travelling to and from school could be done out of working hours, that is, before eight in the morning, between twelve and one, or after five.

Therefore, the plan was abandoned and our attention was turned towards concentrating the part-time school in one center. The logical center was the Vocational High School, because of its central location, and because of its extensive equipment, which could be used at certain times.

But the buildings at Vocational High School were inadequate to house the whole Part-time School. The plan of leasing nearby vacant land and erecting temporary buildings was considered, but finally abandoned. As already explained, a piece of property adjoining Vocational High School was bought with school bond money, and the building on it remodeled to accommodate the part-time classes. To get possession of this building and remodel it for school use, would require two months, therefore temporary quarters were leased in a business block at the corner of 12th and Washington Streets.

New furniture and equipment was purchased for type-setting, mechanical drawing, and dressmaking, also regular classroom equipment of desks, etc., and office equipment. Additional equipment for dressmaking, millinery, cooking, printing, electrical work, machine shop, forging, automobile re-

pair and woodworking in the Vocational High School are used for part-time pupils.

Schedule of Classes and Courses of Study

Having in hand the returned questionaires, giving the subject or subjects the pupils desired to study, it was found that they fell into the following classifications:

Three classes of apprentice boys who wanted shop mathematics and mechanical drawing.

Five classes of apprentices and trade preparatory boys who wanted mathematics, drawing and shop work - two of these were machinist classes, two automobile and one electrical.

Five mixed classes of boys and girls who wanted commercial work.

Four classes in dressmaking.

One class in millinery.

One class in cooking.

Two classes in regular grammar grade work.

There was also a group in woodwork who could not be brought together at one time, but were distributed through the week and placed in the regular Vocational High School classes. The same arrangement was made for a few pupils in printing, in forging, in art work, and in high school English.

At the time the questionaire was sent out, information was also asked as to the possible times when pupils could come to school, the days of the week and the hours of the day. In making up classes, then, there were two controlling factors. It was necessary to place together pupils who wanted the same instruction, and who could come to school at the same time. You will recognize, here, the advantage of having the whole city to draw from

instead of only one neighborhood. It was found that the whole enrollment quite readily separated itself into satisfactory classes, in this way, with the exception of a very small group, who were quickly adjusted after a personal interview. It was found that these classes could be distributed through the week, so as to make a satisfactory distribution of the time of the various teachers.

Monday, October 4th, was set as opening day, and notices put in the daily papers, also notice was sent by mail to each employer and pupil.

The following letter was sent to every pupil.

PART-TIME SCHOOL
Oakland Public Schools
12th and Market Streets

Oakland, California,
September 29, 1920.

_____

_____

The Oakland Board of Education has rented for the Part-time School the rooms at the corner of 12th and Washington Streets, formerly occupied by the Ilsen Business College. You will find them on the third floor of the Blake Block.

You have been assigned to a class in _____ at _____. Please obtain permission from your employer to be present at that time. If your employer finds it difficult to let you off at the time we have fixed, get from him a statement of those days he cannot let you off without too much inconvenience to him, and we will try to arrange the hours to suit him. Until other arrangements have been made, however, report to the class to which you have been assigned above.

Very truly yours,

Principal and Director.

Every employer was sent a letter as follows:

LETTER TO EMPLOYERS

_____

_____

The Oakland Board of Education has rented for the Part-time School the rooms at the corner of 12th and Washington, formerly occupied by the Ilsen Business College. They are on the third floor of the Blake Block.

They have also fixed Monday, October 4th, as the opening day for the new work. Following you will find a list of your employees who have registered with us, their class assignment, and the time. We have tried to arrange these as far as possible to meet your convenience. If you find that the time is an impossible one, please let them come this week at the time fixed, and give them a statement of those times when you cannot possibly spare them. We cannot promise to meet all requests for change, but we think it is possible to make some adjustments.

Very truly yours,

Principal and Director

Name	Class	Time

Naturally this wasn't all just as simple as it sounds. Some pupils did not come and had to be hunted up, changes in time, adjustments and transfers from class to class had to be made, and a very few employers were very reluctant to do anything at all to enable their employees to conform to the law.

The kinds of instruction arranged for have already been suggested. No attempt has been made to work out a detailed or complete course of study. Practically every teacher is a specialist, and the instruction is largely individual. Each pupil will progress as rapidly as his previous preparation, natural ability, and application to his work will permit. In general the mathematics and drawing course will be arithmetic, simple algebraic formulae, and constructive geometry, and practical shop drawing related to the trade. The commercial work at present is typewriting, penmanship, business English, and arithmetic, also bookkeeping and comptometer work for a few pupils. No instruction is being given in stenography at present (except individual cases provided for in one of the regular high schools) the demand not being sufficient to warrant employing another teacher. This course will be added later on.

Experience with these pupils will doubtless lead to a better understanding of the problem, and help to establish some guiding principles; but it would seem that courses of study in the Part-time School must always be matters of individual adjustment and adaptation.

Establishing Satisfactory Relations with Employers

The success or failure of the whole part-time enterprise may be determined by the attitude of employers, and by far the biggest task of part-time educators is creating among them a sympathetic and thoroughly cooper-

tive relationship. The results of instruction depend largely upon the frame of mind in which the pupil comes to school, and this frame of mind is powerfully affected, for good or ill, by the attitude of the employer.

The cordial spirit in which the great majority of employers has responded to the requirements of the part-time education plan, has been very gratifying. The cooperation given to the director and coordinator has in many cases been all or more than could have been expected. Time and again employers have stated emphatically that they believe in the Part-time School, think it one of the best things that could be done, and are glad their employees have the opportunity of attending. Many have given assurance that they will not only not discharge their employees because they come under the provisions of the part-time law; but will assist the school authorities in placing part-time pupils who are out of work by employing others when ever they can do so. Numbers of pupils have been placed by the coordinator through this cooperative effort.

The greatest obstacle encountered by directors and coordinators is contained in the law itself, viz; the Saturday afternoon clause. Probably several hundred in the cities of Berkeley, Oakland, and San Francisco have not yet been placed in classes because one of the largest industries in the bay region-- the shipbuilding concerns--have refused to consider any other time for their employees. Perhaps the situation cannot be better described than by quoting from a letter from the Oakland director to the Superintendent of Schools.

"The directors and co-ordinators of the Part-time Schools about the Bay feel that this is a very crucial time for the whole plan of Part-Time Education. The developments of the last few months, and the status of the situation at the present moment cannot be fully stated in a letter of this kind. However, the main points, seem to be as follows:

"Some of the shipyard people were unwilling to meet the requirements of Part-time Education. They wanted it conducted so that it would not affect them, and their business at all, which of course means holding classes on Saturday afternoon.

"Through the Metal Trades Association, they got practically all of the yards to stand together. Those, who would otherwise be willing to send their employees to school during the first five days of the week, were induced to stand with the other members of the Association, partly because they had stood together through the strikes, and felt that they must stand together in all issues.

"In order to gain their point with the schools, they set up false premises, namely, that it was practically an impossibility owing to the gang organization of shipyard workers to let these boys come to school during working hours. A personal canvass of the yards has shown, by the testimonies of the men directly in charge of these boys, that this claim is false. Furthermore, the number of boys represented to be working in gangs is not according to the facts.

"Returns sent to my office from Moore's shipyard show that out of fifty minor employees only three are members of these gangs.

" The boys from the Hanlon yards are now attending our classes. One other company, through their representative, notified us that they are willing to send their boys whenever we want them, and that they personally do not favor Saturday afternoon classes, but they do not feel that they are in a position to break away from the Association.

"There is one thing of which we feel quite sure, that the ship yards have no more grounds for claiming Saturday classes than numbers of other industries, and that should we give way to the shipyards, and originate Saturday afternoon classes for them, all of the other employers with the exception of the department stores, who of course do not want Saturday afternoon classes, would feel that they could demand the same thing. Such action would probably be fatal to Part-time Education.

"We feel that no corporation or association of corporations should be permitted to dictate the educational policy of California. We know and they know, that owing to the industrial unrest, the shipyards are liable to experience an outbreak at any time, and we believe that the plan for Part-time Education, if put into full operation with complete and cordial support from employers, will furnish one of the best safe guards against industrial unrest, and all of the difficulties arising from it."

Saturday afternoon classes are undesirable from many points of view. Five and a half days has, in many kinds of employment, become established as a full week's work. After a long struggle workmen have won recognition for their claim that Saturday afternoon is their legitimate leisure. Many of these minors would rightfully be resentful at any attempt to force them into

school at the time when their fellow workmen are free for recreation or the transaction of private business. In some states the part-time law specifically prohibits Saturday classes.

If Saturday afternoon classes are organized for a few employers, hundreds of others could with equal justice claim the same arrangement, which might result in throwing nearly the whole part-time school into Saturday afternoon. From the standpoint of an efficient school organization this would be most disastrous. It would mean that no teachers could be employed to give their entire time to the work. The classes would have to be taught by teachers of the full-time day schools, who would take them on as extra work. With them it would be a side issue, a means of earning a little extra money. It naturally would not receive their best thought or effort. It is very doubtful if under these conditions the best teachers could be brought into the work at all.

The Part-time Education problem, as I see it, is so big, so far reaching in its influence upon citizenship, upon home conditions, upon industrial welfare and efficiency, that it demands the best talent in the teaching profession. To secure such teachers, conditions must be made attractive, the work must extend throughout the whole school week, so that it will be a full-time and not a spare time job. It must be dignified so that competent educators will be attracted to it, will be willing to undertake it as their big job, and to give to it their bes t thought and effort.

Other problems which deserve thorough discussion, are: proposed legislation to modify the law in the interest of employers, paying employees for time in school, and positive refusal of employment to any minor who comes under the part-time law. The latter is much more serious than refusal to pay

for school time. The employer who will adjust his business to allow his employees a half-day in school, even though he does not pay for the school time, is co-operating very materially in carrying out this enterprise, but if employers generally denied the right to work to these minors, society would face a very serious problem.

Requests for Exemption

Very few exemptions from school attendance have been given in Oakland, and none at all until quite recently, though requests began to be made very early. They came from parents, pupils, and employers, and for all sorts of reasons, some tragic and some funny.

For example, Mr. A., who, by the way, is a public official, called on the director and confided to him that his son was working for a well known corporation, was giving good satisfaction, was attending night school, had been promoted once or twice, was in line for further promotion,-- but -- the boy had lied to the company about his age, and the father had also lied about his age. And would the director be kind enough to just turn his blind side and forget the case, because neither the boy nor the father wanted to go to the company and correct their statements.

John B. working for the California Door Company registered promptly on the day set, and a few days later returned to the director's office. The following dialogue took place:

"I can't afford to lose a half day's pay. My father is dead. My mother has worked hard for years to bring us up, and is now unable to do more than take care of the home. I have two younger sisters who are attending school."

"And are you the sole support of the family?"

"I am the sole support."

"Well! You certainly have your work cut out for you."

"I sure have. I wanted to finish grammar school but I couldn't. I have been attending evening school now, for three terms, and my teacher says if I go one more term I'll get my eighth grade diploma."

"You'd like to have that diploma?"

"Yes I would."

"Your diploma will probably be worth more to you than what you would get this term in the Part-time School."

"Yes. The evening school starts next week. I don't want to start and then have to stop again. What shall I do?"

"You enroll in the evening school, and stick to it till you get that diploma. When the Part-time School opens, if you find your employer won't pay you for the half day in school come and see me again."

This company is paying its employees for time in school.

There are numbers of similar cases. One other -- Florence C. is working in a laundry, her mother is in the county hospital, her father has Bright's disease, was in hospital till found incurable, and is now at home on his death bed. There is one younger child. Florence has to support herself and take care of the house.

This employer does not pay for school time. She was given exemption till January 1st, when another effort will be made to have her attend school without loss of pay.

Still another type. Into the director's office appears a vision of dazzling brilliance -- powder and rouge, lipstick and eyebrow pencil, ear-warmers and gorgeous apparel. By all the traffic laws she should have

worn dimmers. She approaches and murmers, "About this part-time school, now, I -- I don't think I have to go."

"What is your age, please?"

"Well, I'm sixteen, but then -- I'm married."

"Ah! Yes, yes I see, married -- unfortunately the law takes no account of that. Marriage is not necessarily cause for exemption."

"But, I don't want to go to school."

"I wouldn't decide too hastily. You could find many things in school both interesting and helpful to a married woman. There are hundreds of married women taking special courses in the Oakland schools."

"Well, I don't want to go, and I just tell you, my husband is a riveter in the shipyard, and if I'm compelled to go to school, he's coming up here and beat up this bunch of school teachers."

Pity the poor director! Wisdom of the serpent, and harmlessness of the dove. All this and more must he have, to deal justly with worthy cases, and not become the dupe of scheming evaders of the law.

Miscellaneous Problems

There are numbers of other problems which confront the director, for example:

What means should be taken to secure regular and puhctual attendance?

What provision should be made for the placement and replacement of pupils who lose positions, or who desire better or different ones?

What plan should be adopted to secure a continuously up to date enrollment of minors as fast as they become sixteen?

What kind of filing and record system should be kept? Etc., etc.

worn dimmers. She approaches and murmers, "About this part-time school, now, I -- I don't think I have to go."

"What is your age, please?"

"Well, I'm sixteen, but then -- I'm married."

"Ah! Yes, yes I see, married -- unfortunately the law takes no account of that. Marriage is not necessarily cause for exemption."

"But, I don't want to go to school."

"I wouldn't decide too hastily. You could find many things in school both interesting and helpful to a married woman. There are hundreds of married women taking special courses in the Oakland schools."

"Well, I don't want to go, and I just tell you, my husband is a riveter in the shipyard, and if I'm compelled to go to school, he's coming up here and beat up this bunch of school teachers."

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What kind of filing and record system should be kept? Etc., etc.

In conclusion, it should be said, in behalf of the Oakland school authorities, that the director has had an absolutely free hand. His recommendations have invariably been accepted. He has made his own plans, determined his own policies, and chosen his own corps of assistants. Hence, for whatever faults exist in the Oakland work he must accept full responsibility.

UNIVERSITY OF CALIFORNIA
DIVISION OF VOCATIONAL EDUCATION
Research and Service Center
for
Part-time Education

PART-TIME NEWS NOTES NO. 4

THE APPLICATION BLANK FOR ENROLLMENT IN PART-TIME SCHOOLS

A STATISTICAL STUDY

By
Emily G. Palmer

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FOREWORD

This publication is sent out with the hope that the administrators of Part-time Schools in the State will be interested in tabulating similar data from their records. This study was made in a very limited section of the state and it is hoped that additional studies will be made from the facts available for a much larger area.

After nearly a year of experience in the part-time schools, teachers have found that certain additional data concerning the youths enrolled would be helpful. In some cases such data could be obtained by adding a number of questions to the application for enrollment. It is hoped that when such is the case, suggestions of this nature will be sent to this Center that a still more useful blank may be compiled which will be the product of the experience of many who are working in the field of Part-time Education.

Emily G. Palmer

Special Agent for Training Part-time Teachers

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THE APPLICATION BLANK FOR ENROLLMENT IN PART-TIME SCHOOLS

A STATISTICAL STUDY

The part-time schools opened so recently in California that little is known of the group of youths who make up this class of pupil-wage-earners. To see what conclusions can be drawn as to the characteristics of the group, a study has been made of the information contained on the blank called the "Application for Enrollment", used by the three cities of the East Bay Region - Oakland, Berkeley, and Alameda. The blank gives facts concerning the sex, nativity, parents, grade completed, present and past employment, and wages of the youths enrolled.

SUMMARY AND CONCLUSIONS

It has been found that the part-time group in these three cities is from one-eighth to one-fourth of the regular high school enrollment, that the youths are largely native born and consequently boys predominate as wage-earners. In the small foreign born group, it is quite as common for girls, as for boys, to be wage-earners. Between one-fifth and one-fourth of the youths have lost one or both parents which may be one reason for entering the wage-earning group.

Although the part-time group, this year, are all sixteen years of age, or predominately so, age and wages are the only two points they have in common. They vary widely as to grade completed, the range being from the third to the twelfth, and so far as mental tests have been given them, the variation is even wider.

The boys of the group have uniformly experimented more largely with a wide variety of occupations than have the girls. One boy was found who had held ten jobs. The jobs held by one person were rarely all of a similar nature, but varied from delivery boy to tailor's apprentice. Since many have held three or four jobs, it is not strange that the average length of service on each job is about five months.

The average wage as well as the median wage are near the state minimum for experienced workers. Since inexperienced workers under eighteen may be paid less than this minimum wage, an average of about sixteen dollars is perhaps as high as could be expected when the short period of service is taken into consideration.

Both boys and girls of the group follow industrial occupations largely. In the two cities which have factories which can use this group of workers, even the occupations of the girls are largely industrial. In the third city which has no large factory employing girls, half the girls have entered commercial occupations. This points to the fact that the occupations of these youths depend on the nearness of a job and not on deliberation or choice on the part of the youth.

As the work in the part-time school develops and each pupil becomes more and more an individual problem, a knowledge of more facts concerning each registrant will be sought. Suggestions in regard to items which should be included in the application for enrollment have been received from a number of people in the state who are engaged in this field of education. These items have been embodied in a revised blank for enrollment, which contains questions relative to the family and occupations of the registrant, which will yield facts which should be considered a minimum list in a case study of each youth. Space has been left for other items which teachers and others will wish to record as they become better acquainted with the registrant. A copy of the blank appears in the last pages of this leaflet.

THE STATISTICAL FACTS FROM THE BLANKS

The form used as the "Application for Enrollment," by the part-time schools of Oakland, Berkeley, and Alameda contain blanks to be filled out in regard to the name, residence, place and date of birth of the registrant, the name and residence of his father and mother, or if his parents are not living, of his guardian or foster parent, the name and address of his employer, his working schedule, his weekly wage, a description of special instruction given him by his employer, the hours at which he may attend classes in the part-time school, the list of schools he has attended with dates and the grade completed in each, and lastly his working history including dates, previous wages, the kind of work, and the name of his employer. From a study of these blanks the following data has been gathered.

Numbers enrolled. - Due to the changing character of the enrollment in part-time schools, the figures presented can not be taken as accurately representing the enrollment in these schools at the present time. Table I shows the number of youths registered, or rather the number of blanks examined, in the part-time high schools of Oakland, Berkeley and Alameda. From the figures shown in the table it is evident that the number of boys enrolled is greater than the number of girls enrolled in all three cities. The difference is more marked in Oakland and Alameda than in Berkeley.

TABLE I

THE NUMBER OF REGISTRANTS CLASSIFIED BY SEX IN THE PART-TIME SCHOOLS OF THREE CITIES

City	Number of Registrants				
	Total	Male		Female	
		Number	Per Cent	Number	Per Cent
Oakland	804	505	62.8	299	37.2
Berkeley	244	129	52.8	115	47.2
Alameda	216	138	63.9	78	36.1

Table II gives a basis of comparison of the figures in Table I, with the total city population and the regular high school enrollment for each of the three cities. It is apparent that compared with both the city population and number of youths enrolled in the regular high school, that Alameda has proportionately a much larger working group which the school is serving.

TABLE II

THE POPULATION, REGULAR HIGH SCHOOL ENROLLMENT AND PART-TIME SCHOOL ENROLLMENT WITH PERCENTAGES FOR THREE CITIES

City	Population 1920 Census	Regular High School Enrollment		Part-time School Enrollment (by blanks examined).		
		Number	Per Cent of Population	Number	Per Cent of population	Per Cent of high school enrollment
Oakland	216,261	6631	3.06	804	00.37	12.1
Berkeley	56,036	1905	3.39	244	00.43	12.8
Alameda	28,806	819	3.19	216	00.74	26.3

Nativity. - Table III gives the number of youths registered in the part-time schools, classified according to nativity. It will be observed that the greater number of youths in this group are native born, - in each city a little over eighth-tenths of the entire group, - and the number of boys greatly exceeds the number of girls. In the foreign born group the numbers are more nearly equal.

TABLE III

THE NUMBER OF REGISTRANTS, CLASSIFIED BY NATIVITY AND SEX IN THREE PART-TIME SCHOOLS

City	Number of Registrants	Nativity of Registrants					
		Native			Foreign born		
		Total	Male	Female	Total	Male	Female
Oakland	804	703	453	250	101	52	49
Berkeley	244	210	113	97	34	16	18
Alameda	216	175	110	65	41	28	13

Family. - From the blank it is possible to tabulate only one fact concerning the home conditions or family of the registrants. Table IV shows the number and per cent of youths having both parents living, only one parent living, or neither parent living. The variation is very slight for the three cities, over one-fifth of the youths being wholly or partially orphaned. This data may be significant in showing how many youths are working to support themselves and possibly have others dependent on them for support.

TABLE IV

THE NUMBER AND PER CENT OF REGISTRANTS CLASSIFIED AS TO PARENTS, LIVING OR DECEASED

City	Number of Registrants	Number of Registrants Classified by Parentage					
		Both parents living		One parent living		Neither parent living	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Oakland	804	611	77.2	163	20.2	21	2.6
Berkeley	244	190	77.8	48	19.7	6	2.5
Alameda	216	163	75.5	45	20.8	8	3.7

Grade completed. - The number of youths in the part-time schools classified according to the grade completed, is shown in Table V. These figures are probably very inaccurate as the blanks indicated that the youths had very hazy ideas in their own minds as to the schools they had attended and the grade they had completed. It is very doubtful if the large number in each city who reported the eighth grade as the last one attended or completed gives a correct picture of the conditions, but even inaccurate as the figures are, over one-fourth of the youths in Oakland and Alameda and a few less than one-fourth in Berkeley, reported that they had completed only the grades from three to seven.

TABLE V

THE NUMBER OF REGISTRANTS IN THREE PART-TIME SCHOOLS, CLASSIFIED BY GRADE COMPLETED

Grade Completed	Number of Registrants in Each City		
	Oakland	Berkeley	Alameda
3	8	0	0
4	14	1	4
5	26	4	8
6	70	13	22
7	101	39	24
8	380	66	88
9	116	49	38
10	47	18	13
11	10	0	3
12	1	1	0
Not given	31	54	16
Total	804	244	216

Jobs held.- Table VI records the number of jobs, including the present job, held by the youths of the part-time group. It can be seen that the range is large, one boy in Berkely and one in Alameda reporting nine and ten jobs respectively; however, few have reported more than four jobs. The girls, uniformly, have tried fewer jobs than the boys. In many cases the blanks were not filled out in this section, and there is no doubt that many youths have held more than the one or two jobs reported. The greater number of youths, it is evident, have held four jobs or less.

TABLE VI.

THE NUMBER OF REGISTRANTS IN THREE PART-TIME SCHOOLS CLASSIFIED BY NUMBER OF JOBS HELD

Number of Jobs Held	Number of Youths						
	Oakland	Berkeley			Alameda		
	Total*	Total	Male	Female	Total	Male	Female
0	74	45	13	32	17	5	12
1	443	142	81	61	93	52	41
2	154	31	16	15	54	41	13
3	77	14	10	4	30	20	10
4	39	10	8	2	10	9	1
5	6	1	1	0	3	3	0
6	7	0	0	0	4	4	0
7	2	0	0	0	1	1	0
8	0	0	0	0	1	1	0
9	0	1	1	0	1	1	0
10	0	0	0	0	1	1	0
Total Report	802	244	130	114	215	138	77
No "	2	0	0	0	1	0	1
Grand Total	804	244	130	114	216	138	78

* The record of those holding a given number of jobs was not kept separate, as to sex, by those examining the Oakland blanks.

From Table VII which shows the same facts as Table VI, expressed in per cents, it will be observed that taking the data as reported, more than half the youths in Berkeley and Oakland are on their first jobs and less than ten per cent in Oakland and Alameda have never worked. Berkeley, however, has the largest group of youths who have seemingly not been ambitious either to work or to continue their schooling.

Job tenure. - Even when the number of previous jobs was given, few youths filled out the length of time on the job. Doubtless in many cases, they could not remember the exact number of weeks, and more than half of the jobs reported had no accompanying dates.

TABLE VII.

THE PER CENT OF REGISTRANTS IN THREE PART-TIME SCHOOLS, CLASSIFIED BY THE NUMBER OF JOBS HELD

Number of Jobs Held	Per Cent of Youths in Three Cities		
	Oakland	Berkeley	Alameda
0	9.2	18.4	7.9
1	55.2	58.2	43.2
2	19.2	12.7	25.1
3	9.0	5.7	13.9
4	4.8	4.1	4.6
5	0.7	0.4	1.3
6	0.8	0.0	1.8
7	0.2	0.0	0.5
8	0.0	0.0	0.5
9	0.0	0.4	0.5

However, from the meager data on this point, which is shown in Table VIII, there is a close agreement in the three cities that the average length of job tenure is about five months.

TABLE VIII

THE NUMBER OF REGISTRANTS, THE TOTAL NUMBER OF JOBS HELD AND THE AVERAGE NUMBER OF MONTHS ON THE JOB FOR EACH OF THREE PART TIME SCHOOLS

City	Number of Registrants	No. of Jobs Reported			Average Number Months on each job.
		Total	Tenure given	Tenure not given	
Oakland	804	1224	365	439	4.78
Berkeley	244	300	58	168	4.59
Alameda	216	404	51	165	5.02

Wages. - Some youths were reluctant to state their wages on the blank or were paid at a piece rate and worked so irregularly that a weekly wage could not be stated. From sixty to ninety per cent of the youths reported their weekly wages, which range from $4.50 for half-day workers to $36.86, as the highest weekly wage reported. The number of workers in the part-time schools of the three cities who received wages falling within each of the groups arranged at intervals of two dollars from $4. up to $40. is shown in Table IX. In addition the facts relative to the number of wage-earners, the total wages, the average and the median wage, are all shown in Table X. However had the full number of wage-earners reported their wages, the average or the median wage would not have been materially changed, as the average wages and the median wage for the three cities vary only a little, being close to fifteen or sixteen dollars.

TABLE IX.

SHOWING THE NUMBER OF REGISTRANTS IN THE PART-TIME SCHOOLS OF THREE CITIES, CLASSIFIED IN WEEKLY WAGE GROUPS AT INTERVALS OF TWO DOLLARS.

Wage Groups	Number of Registrants		
	Oakland	Berkeley	Alameda
Total Number Registrants	804	244	216
Number not Stating Wage	98	47	25
Number not Wage-earners	90	47	23
$4. and under $6.	2	1	1
$6. and under $8.	3	2	1
$8. and under $10.	23	4	10
$10. and under $12.	61	7	7
$12. and under $14.	126	27	23
$14. and under $16.	134	36	28
$16. and under $18.	74	35	28
$18. and under $20.	60	11	18
$20. and under $22.	39	8	21
$22. and under $24.	19	5	11
$24. and under $26.	34	4	9
$26. and under $28.	7	1	1
$28. and under $30.	4	0	1
$30. and under $32.	4	3	3
$32. and under $34.	2	0	0
$34. and under $36.	0	0	0
$36. and under $38.	0	0	1
$38. and under $40.	0	0	0

Since a large number of registrants in each city did not report their wages, the total weekly payroll as presented in Table X is much too small. Figuring the total payroll for each city on the basis of the average wage, and the total number of employed youths, Oakland should have a weekly payroll of $11,149.58; Berkeley $3,294.00; and Alameda $3,195.18.

TABLE X.

THE NUMBER OF WAGE EARNERS RECORDING WAGE THE TOTAL WEEKLY WAGE, THE AVERAGE WAGE AND THE MEDIAN WAGE OF REGISTRANTS IN THE PART-TIME SCHOOLS OF OAKLAND BERKELEY AND ALAMEDA

City	Number Wage-earners	Number Reporting Wages	Total Wages Per Week	Average Weekly Wage	Median Weekly Wage
Oakland	703	594	$9,431.76	$15.86	$15.00
Berkeley	200	144	2,275.42	16.47	15.05
Alameda	194	162	2,758.13	16.47	16.00

Occupations. - The occupations in which the youths enrolled in part-time schools are engaged range through all five occupational fields, including Agriculture, Industry, Commerce, Public Service, Professional Service, and Domestic and Personal Service.

Table XI shows the number of youths engaged in each of the major occupational fields and in certain classifications within each field. The classification used follows the classification of the United States Census.

Within the Industrial field, the occupations of the youths are as follows: manufacturing and repair of automobiles and automobile accessories; boat and shipbuilding; cotton cloth manufacture and sewing industries; the manufacture of electrical supplies, including electric light globes and other electrical equipment; gas and oil engine manufacture; the making of candy, bakery goods, flour and breakfast food products; furniture assembling and repair, manufacture of sinks, spring beds, mattresses, picture frames, etc.; laundry work; metal industries, including brass casting and foundry work; mill and lumber work, including sash and door and box making; office supply and machinery manufacture, including adding machine and coin register manufacture; soap manufacture; and wire fence and cable manufacture.

A small number of youths are learning trades. Apprentices in bookbinding, the machinist's trade, printing, carpentry, plumbing, and the electrician's trade are in the list.

TABLE XI

THE NUMBER OF REGISTRANTS CLASSIFIED BY SEX,
AS TO OCCUPATIONAL FIELDS AND SELECTED CLASSIFICATIONS WITHIN THESE FIELDS

Occupation	Number of Registrants								
	Oakland			Berkeley			Alameda		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	804	505	299	244	129	115	216	138	78
Agriculture	1	1	0	2	2	0	1	1	0
Industry - manufacturing	463	315	148	108	59	49	84	67	17
Laborers - auto industries	24	24	0	3	3	0	1	1	0
Laborers - boat and shipbuilding	81	81	0	4	4	0	30	30	0
Laborers - cloth and sewing industries	106	48	58	3	0	3	3	0	3
Laborers - electrical supply mfg.	22	2	20	1	1	0	3	0	3
Laborers - engine mfg.	15	15	0	3	3	0	3	3	0
Laborers - food industries	55	21	34	11	3	8	6	2	4
Laborers - furniture mfg.	3	2	1	11	11	0	2	2	0
Laborers - laundry and drycleaning	6	2	4	0	0	0	1	0	1
Laborers - metal industries	5	5	0	3	3	0	4	4	0
Laborers - mill and lumber industries	65	52	13	23	9	14	9	9	0
Laborers - office supply & machine mfg.	16	6	10	3	1	2	1	0	1
Laborers - soap mfg.	4	4	0	25	7	18	0	0	0
Laborers - wire and cable industries	11	10	1	0	0	0	0	0	0
Laborers - miscellaneous	16	12	4	9	6	3	6	1	5
Craftsmen, Industry not specified	34	31	3	9	8	1	15	15	0
Bookbinders' apprentice	1	1	0	3	2	1	0	0	0
Machinists' apprentice	15	14	1	0	0	0	5	5	0
Printers' & lithographers' apprentice	10	8	2	6	6	0	4	4	0
Other trades	8	8	0	0	0	0	6	6	0

TABLE XI - con.

Occupation	Number of Registrants								
	Oakland			Berkeley			Alameda		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Commerce	199	122	77	61	43	18	94	56	39
Transportation	74	59	15	15	12	3	21	11	10
Local deliverers	40	39	1	9	9	0	11	11	0
Railroad workers	23	20	3	3	3	0	0	0	0
Telephone operators	11	0	11	3	0	3	10	0	10
Trade	72	33	39	20	13	7	16	12	4
Helpers - fish and butcher shops	6	6	0	1	1	0	1	1	0
Workers - department & clothing stores	46	12	34	8	4	4	0	0	0
Workers - grocery and grocerteria	5	2	3	2	2	0	2	1	1
Workers - specialty stores	15	13	2	9	6	3	13	10	3
Clerical Work	53	30	23	26	18	8	58	33	25
Professional Service	6	2	4	3	1	2	2	2	0
Dental laboratory technician	1	1	0	1	1	0	0	0	0
Draftsmen	0	0	0	0	0	0	2	2	0
Office nurse	1	0	1	0	0	0	0	0	0
Ushers - theatre	3	1	2	2	0	2	0	0	0
Other	1	0	1	0	0	0	0	0	0
Public Service	1	1	0	2	2	0	2	2	0
Helper - post office	1	1	0	2	2	0	0	0	0
Sailors - U.S.Navy & Merchant Marine	0	0	0	0	0	0	2	2	0
Domestic and Personal Service	17	4	13	17	2	15	5	1	4
Domestic service	13	1	12	11	0	11	2	0	2
Other service	4	3	1	6	2	4	3	1	2
Occupation Unknown	16	12	4	7	7	0	5	1	4
Unemployed	101	48	53	44	13	31	22	8	14

The work in Commerce includes the field of Transportation, which for these youths means largely local delivery work and telephone operating; the field of Trade, which includes the work of clerks, stock boys and girls, and other helpers in department stores and specialty stores; and the field of Clerical Work, which includes bookkeeping, filing, office machine operating, stenography, and other clerical work.

It is not to be expected that youths of sixteen would be engaged in Professional or Public Service. The three or four enumerated in the former field (following the Census classification) are dancers, and theatre ushers; in the latter field, post-office employees and recruits in the navy.

The field of Domestic and Personal Service seems to attract few youths. Helpers in homes, waitresses, bell boys, and bootblacks are found in this group.

The occupations of the part-time group of workers of the three cities fall largely within the two fields of Commerce and Industry. These facts are shown more clearly in Table XII which gives the percentages in each of the major fields. This table shows that over 57 per cent of the registrants in Oakland, over 44 per cent in Berkeley, and nearly 39 per cent in Alameda are in industrial pursuits, while 24 per cent, 25 per cent, and 43 per cent, respectively, are in commercial pursuits.

TABLE XII

SHOWING FOR THREE CITIES THE NUMBER OF YOUTHS ENROLLED IN THE PART-TIME SCHOOLS WHO ARE EMPLOYED IN VARIOUS GROUPS OF OCCUPATIONS

Occupations	Oakland		Berkeley		Alameda	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total	804	100.0	244	100.0	216	100.0
Agriculture	1	0.1	2	0.8	1	0.5
Industry	463	57.8	108	44.3	84	38.9
Commerce	199	24.8	61	25.0	94	43.6
Professional Service	6	0.7	3	1.3	2	1.0
Public Service	1	0.1	2	0.8	2	1.0
Domestic & Personal Service	17	2.1	17	7.0	5	2.4
Occupation Unknown	16	1.9	7	2.8	5	2.4
Unemployed	101	12.5	44	18.0	22	10.2

Table XIII shows the same class of facts for the boys alone. The data here shows that the number of males engaged in Industry is proportionately much greater than for the whole group, the percentages in industry being about 62 per cent, 45 per cent and 48 per cent, respectively, for Oakland, Berkeley and Alameda. The decided difference in the per cent in Industry in Alameda in Tables XII and XIII indicates that few girls in this city are engaged in manufacturing. This is brought out by the data presented in Table XIV which shows the number of females employed in each of the occupational fields. It will be observed that about 25 per cent of the Oakland group, 15 per cent of the Berkeley group, and 50 per cent of the Alameda group are in commercial pursuits. This difference in percentages is due largely to the fact that Alameda has no large industrial plants which employ girls. No single plant in Alameda employs more than four girls of this age group, while Oakland and Berkeley have several plants employing large numbers of girls.

TABLE XIII

SHOWING FOR THREE CITIES THE NUMBER OF MALES ENROLLED IN THE PART-TIME SCHOOLS WHO ARE EMPLOYED IN VARIOUS GROUPS OF OCCUPATIONS

Occupations	Oakland		Berkeley		Alameda	
	Number	Per Cent.	Number	Per Cent	Number	Per Cent
Total	505	100.0	129	100.0	138	100.0
Agriculture	1	0.2	2	1.6	1	0.7
Industry	315	62.4	59	45.7	67	48.5
Commerce	122	24.2	43	33.3	56	40.6
Professional Service	2	0.4	1	0.8	2	1.5
Public Service	1	0.2	2	1.6	2	1.5
Domestic & Personal Service	4	0.8	2	1.6	1	0.7
Occupation Unknown	12	2.4	7	5.4	1	0.7
Unemployed	48	9.4	13	10.0	8	5.8

In more than ninety per cent of the cases the exact nature of the job could not be determined from the blank, - only the name of the employer being given. It was therefore necessary to classify the occupations largely by the nature of the establishment, rather than the nature of the job. For example, a girl gave as her employer, the Moore Shipyards. Her occupation would be classified as shipbuilding, had it not been known that no females were employed in this plant, except in the office.

Because of the difficulty in classifying, it may be that the occupations of some girls now classified under industry in Berkeley and Oakland should be placed under commerce, if the facts were known.

TABLE XIV

SHOWING FOR THREE CITIES THE NUMBER OF FEMALES ENROLLED IN THE PART-TIME SCHOOLS WHO ARE EMPLOYED IN VARIOUS GROUPS OF OCCUPATIONS

Occupations	Oakland		Berkeley		Alameda	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total	299	100.0	115	100.0	78	100.0
Agriculture	0	0.0	0	0.0	0	0.0
Industry	146	49.5	49	42.6	17	21.8
Commerce	77	25.8	18	15.7	39	50.0
Professional Service	4	1.3	2	1.7	0	0.0
Public Service	0	0.0	0	0.0	0	0.0
Domestic & Personal Service	13	4.3	15	13.1	4	5.1
Occupation Unknown	4	1.3	0	0.0	4	5.1
Unemployed	53	17.8	31	26.9	14	18.0

Unemployment. - The unemployed group in each school presents one of the most difficult problems. No city has less than ten per cent of the entire group unemployed with the percentages of unemployed girls much higher.

THE APPLICATION BLANK.

The data which it has been possible to gather from the blanks examined are rather meager, both in regard to the family and the occupation. This is due in part to the few questions asked on the blank and in part due to the fact that the registrants in many cases filled them out very inaccurately or incompletely, often not observing the blanks on the reverse side of the sheet. Few youths were as definite as one lad who described his occupation as "passing cans to ladies."

In correspondence and conference with a number of directors and coordinators, a list of questions has been suggested, which should be added to the blank and a few items suggested which might be omitted from the present blank. The suggestions for additional questions are as follows:

To aid the school administration, the telephone numbers of the home and place of employment of the youth should be added.

To make Americanization problems clearer, the nativity of the parents should be known. As a source of information in cases of financial need, the number of members in the family and the number dependent on the worker for support should be known.

In regard to the occupation it has been suggested that the exact department in which a youth works, the name of his immediate supervisor, the exact payroll name of his job and his chief duties on the job are items which should be included.

So few registrants could give the names of <u>all</u> the schools they had attended that this blank has been abbreviated and for similar reasons the record of past employment has been changed to ask

for information in regard to only the last three jobs.

It has also been suggested that the blank be made in the form of a four page folder, with printing on the first and third pages and blank space for other entries to be made by teachers and coordinators, as a case study is more fully made or as changes occur. It will be possible to include in the folder communications received in regard to the youth and any loose data which should be filed with his application for enrollment. A copy of the blank containing the suggested changes follows.

APPLICATION FOR ENROLLMENT
IN THE PART-TIME HIGH SCHOOL OF _____

I. Identification. Date of filing application _____

1. What is your name? _____ Boy or girl? _____

2. Where do you live? _____ Telephone number _____

3. In what city and state or country were you born? _____ When were you born? _____ 19__

II. Family.

1. What is your father's name? _____

2. Where does he live? _____

3. What is his business or occupation? _____ 4. In what country was he born? _____

5. What is your mother's name? _____

6. Where does she live? _____

7. What is her business or occupation? _____ 8. In what country was she born? _____

9. How many older sisters have you? _____ 10. How many older brothers? _____

11. How many younger sisters have you? _____ 12. How many younger brothers? _____

13. Are you helping to support parents? _____ sisters or brothers? _____

14. If you have no parents living, who is your guardian or foster parent? _____

15. Where does he or she live? _____

III. Occupation.

1. Are you employed at present? _____ If so, answer questions 2 to 11.

2. Give the name of your employer _____

3. Where do you work? _____ Phone number _____
Give number and street

4. In what department do you work? _____

5. Who is your department head or foreman? _____

6. What is the payroll name of your job? _____

7. What are your chief duties on this job? _____

_____

See second page of this blank

8. How many weeks have you been employed on this job? _____

9. What was your weekly wage when you entered this job? $_____

10. What is your wage per week now? $_____

11. What are your regular hours of work? _____

12. If you are not employed, what kind of work would you like? _____

****

IV. Schooling.

1. How many different schools have you attended? _____

2. In the blank below give the names of the last two schools you attended, their location, the date you left each, and the grade you completed in each.

Name of school	Location of School by City, Town, or District, and State	Date left school	Grade completed
1.			
2.			

3. What subjects did you like best in school? _____

4. What would you like to study now? _____

****

V. Past Employment.

1. How many different jobs have you held? _____

2. How old were you when you took your first job? _____

3. State below the last three jobs you have held.

Dates		No. of weeks	Name of Employer	City, Town, or County, and State	Payroll name of job or nature of work
From	To				

Remarks by Instructor, Coordinator or Advisor

UNIVERSITY OF CALIFORNIA
DIVISION OF VOCATIONAL EDUCATION
Research and Service Center
for
Part-time Education

PART-TIME NEWS NOTES NO. 5

JUNIOR EMPLOYEES IN THE RETAIL DRUG BUSINESS

By
H. A. Campion

Issued by
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in cooperation with
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FOREWORD

This report of work being done by the Stockton Part-time High School was sent us, at our request, by Mr. H. A. Campion, Director of Part-time Education in Stockton. The study which has been made presents a solution of a problem which is common to all the cities of the State and will be helpful to teachers in Part-time schools who are trying to see that the instruction given in the school is a means of training youths for advancement in their chosen occupations.

Other schools which have worked out unique courses of study for particular occupational groups are urged to send a report of the work to this Center in order that other schools may profit by the study.

EMILY G. PALMER

In Charge of Research and Service Center

INTRODUCTORY NOTE

In June, 1920, a general occupational survey was made in Stockton for the purpose of obtaining the outstanding facts relating to all of the occupations of the community.

Since the organization of part-time classes, in September 1920, special surveys have been made of the occupations which are represented by the largest enrollments in the part-time school. Studies have been made of the metal trades, of the auto trades, of department stores, and of the building trades.

This report deals with a study of the Drug Business in the city of Stockton.

Future reports will be made of the Paper Manufacturing business, Box Factories, Pencil Factory, and Clerical Occupations.

H. A. CAMPION

Director of Part-time Education
Stockton High School

THE PROBLEM

The Part-time Department of the Stockton High School, in organizing courses of study, has attempted to meet as far as possible the needs of the local community. A study of the registration blanks of part-time students made it evident at an early date that certain lines of work would be represented in the part-time schools by a greater number of pupils than other lines. These particular lines were not necessarily those employing the largest number of people. As an example, the flour mills of the city employ about 600 people with a payroll of over $700,000.00 but there were only two persons from this industry enrolled in part-time classes. Plainly, it would have been unwise to attempt the formation of special classes for mill-workers. In contrast to this condition was that found in the pencil manufacturing industry where the total number employed was less than 100 but the part-time enrollment was fourteen.

The drug business was a line of work from which came fifteen boys asking for part-time instruction. This was a number large enough to warrant the establishment of a special class and a brief study was made of the work these boys were doing. It was found that nearly all of them were ambitious of becoming druggists and the first thing they would need for the realization of this ambition would be a knowledge of Chemistry.

To meet this demand plans were made for a class which would study the elements of chemistry as applied to pharmacy. It was decided that 8:00 A.M. would be the best hour for the employers and it was also the most satisfactory time from the school standpoint, as the chemistry laboratory of the high school could be used at that hour.

The teacher for a class of this nature is the one factor which will determine its success or failure. The Stockton Part-time Department was especially happy in their selection of Miss Emma F. Hawkins to guide the destiny of the would-be druggists. The class has worked harmoniously; the percent of attendance has been higher than that of any other class; and the work has been most successful in every phase.

The following pages give a summary of the survey, an analysis of the work done by the youths who are employed in drug stores in Stockton, and the course of study which was given them.

PROMOTIONAL POSSIBILITIES

A. From delivery boy to

Pharmacist's helper
Assistant Pharmacist
Pharmacist
Proprietor of drug store.

Training for promotion.

Chemistry
Botany - elements
Pharmacy
Materia Medica
Toxicology
(The Pharmacist must pass the State Board examinations and must have had three years of practical experience before he can be registered.

B. From delivery boy to

Packing and shipping clerk
Assistant salesman
Salesman
Manager
Proprietor

Training required

Salesmanship
Business English and mathematics
Accounting
General and thorough knowledge of drug stock.

SURVEY OF DRUG STORES

In order that definite information regarding the drug business in the local field might be obtained for the use of the Part-time School, a survey was first made. The principal facts determined by this survey were: numbers employed, duties of employees, wages, demand for school training, and nature of training required. The survey blank, a copy of which is attached to this report, was filled out by twenty-two out of the twenty-three local drug stores. The survey was made in person by the Director of Part-time Education and much valuable information was received which can not be tabulated.

The following summary of the survey gives only figures and facts that can be listed; there were many valuable remarks on the blanks which will be used in formulating a course of study.

Numbers employed. - As a result of the survey, it was found that 130 persons in all were engaged in the drug business in Stockton. They were in age groups as follows:

Number of drug stores	23
Persons employed in drug stores	
Under 16	7
Between 16 and 18	17
Between 18 and 21	15
Over 21	91
Total employees	130

Numbers desiring a course. - In a few cases the same persons indicated an intention of attending both the chemistry and pharmacy classes. Consequently, the numbers indicate a larger number of individuals interested in the course than is actually the case.

Number signifying a desire to attend a class in Chemistry	21
Number signifying a desire to attend a class in Pharmacy	28

Time for class. - In answer to the question: "What is the most desirable hour for these classes?" sixteen indicated that 8:00 to 9:00 in the morning would be preferable while five said the evening would be the only time they could attend. The others did not answer this question.

Nature of the work. - The information obtained regarding the nature of the work performed by boys is embodied in the occupational analysis included in this report, as is also the promotional possibilities, wages, etc. Most boys start at the minimum salary, which is increased every six months about $2.00 or $3.00 per week. The average salary of adult employees is $200. a month.

Labor turnover. - The labor turnover in this line of work seems to be exceptionally small. Answers to this question ranged all the way from five to forty per cent.

The teacher of Pharmacy. - The question regarding a person to teach pharmacy was answered by fifteen stores. Seven of these indicated a well-known local pharmacist with fifteen years' experience as being a desirable man for the position. The other eight votes were scattered among the pharmacists of the city. The man who received the seven votes has been approached on the subject and he will no doubt conduct a class in Pharmacy the coming year. The State Board has agreed to give him a certificate and he is preparing an outline of the work which he will include in his course.

SURVEY OF DRUG STORES Blank No. 6

1. Name of firm _____
2. Location _____
3. How many youths under 16 years of age do you employ? _____
4. How many youths between 16 and 18 do you employ? _____
5. How many youths between 18 and 21 do you employ? _____
6. How many persons older than 21 are there in your employ? __
7. How many persons from your establishment would attend a class in elementary chemistry if such a course is offered from 8 to 9 A.M. four mornings a week? _____
8. How many persons from your establishment would attend a class in the Elements of Pharmacy and Materia Medica if offered? _____
9. What hour would be the most desirable? _____ (It must be between 8 A.M. and 5 P.M.)
10. Is there anyone in Stockton that you would recommend as a teacher of the class in Pharmacy? _____
11. Give some of the points or subjects that should be emphasized in this course in Pharmacy. _____
12. What is the nature of work done by boys when they start to work for you? _____

    What line of promotion is open to them? _____
13. List the regular duties of your employees under 16 years of age. _____

    Occasional duties. _____
14. What is the average salary paid a boy when he starts to work? _____ per week.

    After he has been with you six months? _____

    After he has been with you a year? _____

    What is the average salary of adult employees? _____
15. About how many new employees do you take on in a year? ___

    In other words, what is your labor turnover? _____
16. What things in general should the schools do to make the young people better fitted to go to work in your store? _____
17. Are you familiar with the provisions of the Part-time Educational Law which became effective in 1920? _____

Person interviewed _____

Position or title _____

OCCUPATIONAL ANALYSIS

A brief occupational analysis of the typical job held by minors employed in drug stores was made along the lines suggested by the Research Center conducted by the Department of Vocational Education at the University of California. A summary of this analysis follows.

MINOR WORKERS IN DRUG STORES

Delivery Boy and Helper

I. Factors of Employment.

Places: All drug stores. (The size of the store will in some cases alter the nature of the job).

Wages: For beginners - minimum wage after six months' service $18.00 per week.
maximum - $22.00 to $25.00 per week.

Length of service: Average six months.

Health risks: Must handle poisons and harmful drugs at times.

II. Entrance requirements.

Age: Preferably sixteen or older.

Sex: Male.

Special skill or training: Knowledge of city for delivering.

Personal requirements: Must be active and ready to serve. Neatness of appearance is advantageous.

Educational requirements: Reading, writing, elementary arithmetic. Most of the stores stated a preference of employing boys who had an eighth grade education.

Physical requirements: Ordinary strength; ability to ride a bicycle. (In stores where the boy was to do some selling, they preferred a boy who was not undersized or apparently very young, because customers hesitate about buying drugs from a young or inexperienced person).

III. Regular Duties.

As Delivery Boy

Deliver orders to all parts of the city on wheel.
Make trips to post-office.
Purchase from neighboring drug stores articles which are out of stock and are needed to fill orders.

As Helper

Unpack goods.
Wash bottles.
Paste labels on bottles and packages.
Count and pack pills and powders.

As Clerk

At rush hours in some stores the boy is required to act as clerk.

As Janitor

Help sweep out in morning.
Help dust counters and stock on shelves.

Occasional Duties

Go to bank to get change.
Ship packages by express or parcel post.
Aid pharmacist in preparing prescriptions by holding bottles or beakers or by preparing powders with the pestel and mortar.

IV. Knowledge Required.

Technical Knowledge

As Delivery Boy

Must know the location of streets and numbers.
Must know how to read addresses and orders.
Must know how to collect money on C. O. D. orders, make change and receipt the bill.

As Helper

Must learn where the reserve stock is kept in order to help unpack, and store incoming merchandise.
Must learn the names of different kinds of bottles, size of bottles and corks, size of pill boxes, etc.

As Clerk

If the boy works into this phase of the drug business, he must learn the stock, prices, use of various drugs, laws governing the sale of certain articles, and many other features of the business too numerous to include in this report.

As Janitor

How to clean stock and fixtures.
How to sweep and dust.

Related Knowledge

Location of principal public buildings and hospitals, stores, etc.
Care of health.
Method of handling poison, etc.

V. Teaching Content.

General.
Facts about the city.
Doctors - name, location of office.
Parcel post and express regulations.

Delivery.
Method of wrapping and packing bundles.
Method of carrying breakable articles.
Method of repairing bicycle.
Meeting people at place of delivery.
Receipting bills.
Keeping record of money collected.

Salesmanship.
Selling articles in the store.
A delivery boy can be the means of forming a good or bad opinion of the store in the minds of people to whom he makes delivery.
Business decorum and ethics.

Arithmetic.
Making collections and change.
Records of money collected.

Trade English.
Oral English.
Drug terms.
Writing and spelling of orders and labels.

Trade Science.
The work the boy does upon beginning work requires very little knowledge of science, but an inquiry shows that nearly all of the young workers are ambitious of becoming pharmacists or assistant pharmacists. This work requires a knowledge of chemistry, botany, pharmacy, etc. (This is taken up under Promotional Possibilities).

Health.
The part the drug stores play in maintaining the health of the community.
Personal cleanliness.
Personal habits.
Dangers in certain drugs.

Citizenship.
General information regarding business laws.
Respect of property - in making deliveries. (Riding on lawns, marking on doors, etc.).
Matter of rendering honest and faithful service to employer.

Object of the Course

1. To interest the class in, and awaken an appreciation for, formal and serious study, and the opportunities given (in school, library, etc.) for such study.

2. To give an introduction to the scientific methods of study and to present the fundamentals of chemistry with special reference to the Practical applications in Pharmacy.

Method

1. Because of the limited time, lecture and lecture table demonstration must be used largely, but some experiments are performed by the class and occasionally a halfday is spent in the laboratory.

2. The organization of the class is such that effort is made to have each lesson present and illustrate some point in definite and complete form.

3. By suggestion, by giving special references, and by assignments, outside reading and study is secured.

Subject Matter

The course follows the introduction to chemistry given in the regular high school. Of necessity, the amount of work is reduced and the more difficult parts omitted.

An effort is made to gain a knowledge of the fundamental principles of chemistry with many and practical applications; to become familiar with as many elements and their compounds as possible, and to connect this as far as practical with the special information needed in Pharmacy; to become familiar with the nomenclature of the subject.

Books used: "Elements of Chemistry" Brownlee and others.
Text and manual.
"Qualitative Analysis" Morgan.
"The Pharmacopoeia of the United States of America"
"Pharmaceutical Quiz Compend -- Gray.
"Quiz -- Compends Materia Medica -- Dr. Potter.
"A Guide to the Organic Drugs" -- Wright.
Many high school and college texts on Descriptive Chemistry.

THE COURSE

The following is no attempt to give a definitely outlined course either as to content or sequence, but aims to give a more specific statement than the preceding of the content and purpose of the work given the first year the class was organized.

1. Definition ofscience and the scientific method of study.
   The divisions of natural science into geology, astronomy, botany, physics, chemistry, etc., and that division of chemistry most interesting to the pharmacist.

2. Introductory definitions and terms including: chemical and physical changes, elements, compounds, mixtures, solutions, reactions, reagents, reaction products, precipitate, filtrate, etc.

3. Fundamental principles and laws.
   Conservation of matter, conservation of energy, law of definite proportions, law of multiple proportions, combining weights, law of Boyle, Charles' law, Gay-Lussac's law, etc.

4. Theory.
   Dalton's Atomic theory, molecular theory, Avogadro's hypothesis, ionic theory, etc.
   Particular attention given to the meaning and use of the theory - to its development and the facts which support it.
   A careful study of the equation and the computations based on it.

5. Study of the elements and their compounds - first in a brief study of the groups of Mendelejeff's periodic classification, followed by more complete work on the more common and interesting substances.
   Study of the interesting groups of elements and compounds - noting the general characteristics and reactions of the group and the important exceptions; such groups as metals, non-metals, acids, bases, salts, oxidizing and reducing agents, etc.

6. Lessons on particular substances and their properties, chosen to explain the descriptive terms used in the Pharmacopoeia.
   Lessons illustrating and explaining the facts involved in the questions and suggestions of the Quiz Compend.

7. Experiments.

   1. Many illustrative experiments performed on lecture table.

   2. Frequent short experiments performed by students in the laboratory.

   3. Occasionally a half day spent in the laboratory. (The students voluntarily giving Saturday forenoon in addition to their regular four hours per week).